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IDENTIFIERS *Washington

ABSTRACT

In February 1983, a symposium was held to ensure that multicultural and equity education issues are not left unattended in Washington State's public schools as new educational challenges present themselves. Participants were 80 individuals representing a cross section of geographic areas, ethnic groups, and key professions from 21 different school districts and 21 different institutions. This report contains papers on the eight themes addressed by these participants: (1) "Discipline: Policies, Practices and Minority Students"; (2) "Computers, Minority Students and a Technology Gap Acceleration"; (3) "The Street Life Alternative" (which deals with the dropout phenomenon); (4) "Multicultural/Global Education in the Schools"; (5) "Multicultural/Basic Education"; (6) "Effective Schools within a Pluralistic Society"; (7) "Teacher Readiness in a Complex Multicultural Education Setting"; and (8) "Students Who Speak a Language Other than English, Bilingualism and a Need for State Direction." Each paper examines its theme by asking five related questions: (1) What hard data exist to substantiate the issue? (2) What factors create or contribute to the issue? (3) What are the probable consequences if the issue is left unattended? (4) What strategies would be appropriate to respond to the issue? (5) What resources are currently available for educators to use in responding to the issue? (GC)

ED240218

An examination and discussion of critical multicultural education issues and strategies related to Washington State's preparation for entry into the 21st century and its increasing multi-ethnic population

"Toward the year 2000"

A REPORT FROM THE "TOWARD THE YEAR 2000" SYMPOSIUM GROUP WHO MET ON FEBRUARY 23, 1983, AT THE SEATTLE BATTELLE INSTITUTE AND DEVELOPED ARTICULATION PAPERS ON THE FOLLOWING ISSUES:

- DISCIPLINE: POLICIES, PRACTICES AND MINORITY STUDENTS
- COMPUTERS: MINORITY STUDENTS AND A TECHNOLOGY GAP ACCELERATION
- MULTICULTURAL/GLOBAL EDUCATION
- THE STREET LIFE ALTERNATIVE
- MULTICULTURAL/BASIC EDUCATION
- EFFECTIVE SCHOOLS WITHIN A PLURALISTIC SOCIETY
- TEACHER READINESS IN A COMPLEX, MULTICULTURAL, EDUCATION SETTING
- STUDENTS WHO SPEAK ANOTHER LANGUAGE, BILINGUALISM AND A NEED FOR STATE DIRECTION

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Toward the year 2000

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Toward the year 2000

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Toward the year 2000

WHY THE THEME?

It is apparent that as we quickly move toward the year 2000 that we in Washington State will experience many changes. A number of these changes are already occurring:

- o computer use and high technology is sweeping the state;
- o Washington State's economy is becoming increasingly linked to the world, especially the Pacific Rim;
- o this emerging internationalism and global interdependency makes Washington State more vulnerable to changing world conditions: and,
- o Washington State's multi-ethnic population is rapidly increasing. K-12 public school statistics suggest that by 1990 one-third of the total student population could potentially be ethnic minority.

While these are some of the more general transformations and innovations occurring, there are some changes such as decreasing or disappearing occupational fields, resultant unemployment, constricting educational opportunities, and Federal and state support withdrawal which clearly indicate that traditional options in our society are closing fast or already extinct. And those students who are already on the fringes of the societal "mainstream" can expect to find themselves even farther out in the periphery.

New Education Directions

Because of these and many other changes our students will be living in a much more complex and demanding world. Our school system, consequently, is experiencing considerable pressure to respond to these changes and to prepare its students for them. Accordingly, there is a rush going on in our state by the education structure and system to prepare our students to live and function in this newly evolving environment. Three thrusts are already on the scene:

BASIC SKILLS

Basic skills are being re-emphasized. Educators responsible for their instruction are encouraged to teach reading, writing and computation with new vigor in the classroom. These skills, it is soundly viewed, are essential for the student to advance in other needed learning areas.

COMPUTER LITERACY

Computer literacy is proclaimed as the critical skill for what is called the "high technology society." More and more schools are purchasing both computer hardware and software and offering courses in computer use. The demand to get into these classess exceeds available seats. So important is this trend in our state that the Superintendent of Public Instruction has publicly announced that computer technology learning will be made a major education thrust here and now.

MULTICULTURAL/GLOBAL/INTERNATIONAL EDUCATION

Increasing attention is also being given to the need for studying the languages and cultures of the Pacific Rim and other areas of the world. Growth of the Washington economy is inextricably linked to the state's global trading activity. Serving as a successful international trading cross-roads requires human resources who can interact successfully with those from other languages and cultural groups. This education effort is only beginning but is certain to expand in the years to come.

OTHER DIRECTIONAL THRUSTS

As our state experiences more changes and their impacts, there will be additional stress placed on the education system to respond appropriately. With shrinking resources, the governing bodies of our schools will have to seriously consider shifting existing overly-taxed resources from publicly-ignored areas to those in the public limelight.

Old Challenges Persist

Responding to new challenges doesn't mean that the old ones have disappeared.

The pressing urgency is not to create an elite corps of secondary school graduates who are being readied for leadership and management of a complex, pluralistic, 21st-century society. Yet, there appears an enthusiastic attachment to the notion that we must mobilize and concentrate all our resources to get all our students to master the basics and the "capable" students to become proficient computer users.

It would be very easy for the education system, in this context, to forget that there are a number of other urgent challenges , some of which have been dealt with for decades but still remain unresolved. These include:

- ensuring excellence in education by <u>all</u> our students;
- ensuring participation of <u>all</u> students in the newer education thrusts especially those in the areas of computer technology learning;
- ensuring the adequate preparation of students who have traditionally stayed away from those courses(e.g, math and science) accessing them to technology learning curriculum offerings;
- ensuring that students develop the attitudes, knowledge and skills enabling them to effectively interact in a multicultural, multi-ethnic environment; and,
- ensuring that our education system remains concerned for <u>all</u> students while it attempts to meet the challenges of future change.
- ensuring that educators continue to develop their leadership capacities in the area of multicultural/equity education

This is what symposium is all about. It is an effort to ensure that multicultural and equity education issues are not left unattended in the 1980s and 1990s as we approach "Toward the Year 2000."

To this end, some 80 individuals representing a cross-section of geographic areas, ethnic groups and key professional areas from 21 different school districts and 21 different institutions, met on Wednesday, February 23, 1983, at the Battelle Institute in Seattle to discuss, examine and propose appropriate strategies for eight major issues related to multicultural education.

They were asked to look at each issue, answering five related questions: 1. What hard data exists to substantiate the issue? 2. What factors are creating or contributing to it? 3. What are the probable consequences if the issue is left unattended? 4. What strategies would be appropriate to respond to the issue? 5. What resources are currently available for educators to utilize in responding to the issue?

The results of the eight discussion groups were synthesized into eight separate articulation papers which reflect the discussion that took place at the symposium. The reports represent the experiences, expertise and views of the individuals concerned and involved with the issue. The intent, of course, is to make educators aware of the issues and to assist them in responding to them.

The eight issues were selected by the steering committee as those which are currently being faced by the education system and seen as ones which are likely to have considerable impact on the future of our state school system and its students. There were many others that were considered and will, no doubt, be looked at by those concerned with the future of the education of our youth. Due to limitations of time, financial resources, space and other considerations, only these eight were finally selected.

The underlying motive in initiating and developing these papers was the view that multicultural education is more than just incorporating culture in the classroom. Educators and general community members must be made aware of both the problems and resources which our rapidly changing population and society will bring in the future. These eight articulation papers, the committee strongly feels, are the first step in generating this awareness and the required response by the education system and the society in general.

PARTICIPATING SCHOOL DISTRICTS & AGENCIES/INSTITUTIONS

Arlington School District
Bainbridge Island School District
Bellevue School District
Cape Flattery School District
Deer Park School District
Everett School District
Evergreen School District
Federal Way School District
Highline School District
Issaquah School District
Kent School District
Lake Washington School District
Mercer Island School District
Oak Harbor School District
Pasco School District
Renton School District
Seattle School District
Spokane School District
Tacoma School District
Tumwater School District
Yakima School District
Seattle Police Department
St. Martin's College
Pacific Lutheran University
University of Washington
Washington State University
University of Puget Sound
United Indians of All Tribes Foundation
King County Juvenile Court
Central Area Motivation Project - Seattle
Employment Opportunities Center - Seattle
Makah Cultural & Research Center - Neah Bay
Seattle's Children Museum
Berta Max, Inc.
Community Relations Service, Department of Justice
American Friends Service
Puget Sound Indian Consulting Services
Sunnyside Migrant Student Records Transfer System Office
Bilingual Education Service Center for Alaska and the Northwest
Migrant Center - Sunnyside
World Affairs Council
Washington Education Association
Interface Consultants, Inc. - Portland, OR

THE ARTICULATION PAPERS

"Toward the year 2000"

A discussion and examination of critical education issues and strategies related to Washington State's preparation for entry into the 21st century and its increasing multi-ethnic population

Articulation Paper No. 1

Discipline: Policies, Practices and Minority Students

This document is a report of a discussion group on the above listed topic at the "TOWARD THE YEAR 2000" symposium on multicultural education issues for the 1980s and 1990s. The symposium was held February 23, 1983, at the Battelle Institute in Seattle, Washington.

This report represents the experiences, expertise and views of several individuals concerned and involved with this issue. This articulation paper attempts to focus on the following:

- what this issue is about and why it must be addressed by the education system;
- what the potential consequences are if this issue is not addressed; and,
- recommended and suggested strategies and resources for the educator to utilize in responding to the issue.

The purpose in making this articulation paper available is to make educators aware of this issue and to assist them in responding to it.

There are a total of eight articulation papers in this series.

For additional copies or copies of the other papers, contact:

The Office for Multicultural/Equity Education
Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504
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DISCIPLINE: POLICIES, PRACTICES AND MINORITY STUDENTS

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DISCIPLINE: Policies, Practices and Minority Students

The symposium topic and discussion group on Discipline was given four (4) areas upon which we were to focus our attention:

- High expulsion and suspension rates for minority students
- Expectations for students by staff
- Effects on educational progress of minority students who are expelled or suspended
- Pro-active strategies to deal with this issue

Within the following pages, our group will attempt to provide the reader with:

Introduction
I. A definition of discipline
II. Hard data about discipline
III. Factors creating or contributing to discipline
IV. Probable consequences if discipline is left unattended by the education system
V. Suggestions, recommendations and alternatives
VI. Some resources for discipline

INTRODUCTION

" ... school discipline is a personal issue. Policies, laws, regulations, assistance and training should always be conceived with that fact in mind. School discipline is a process that comes into play because so few of us are taught the skills of how to deal with our own troubles or with the troubles of others. It is a process that involves confused, angry and frightened people. It is a process that is often unsuccessfully resolved because so few of us know how to deal with conflict situations. Particularly in schools, discipline is complicated by a clash between personal and institutional agendas and by an almost naive belief that children should just "mind" and "behave"."

Everybody's Business, A Book About School Discipline - Joan McCarty First and M. Hayes Mizell, Southeastern Public Education Program, Copyright 1980.

I. A DEFINITION OF DISCIPLINE

A. The Subcommittee on Discipline adopted the following definition:

For the purpose of this project, "discipline" shall mean:

a. The development of self-control.

The only effective discipline is self-discipline by all members of the school community. The development of self-discipline seems to require some freedom, the opportunity to make mistakes,and support and guidance. The opportunity to initiate action, take responsibility and feel the weight of the consequences of that action is vital. Self-discipline is a concept which applies to everyone or to no one.

b. The development of orderly group behavior.

Orderly group behavior seems to require shared goals and mutual consent about procedures. Where there is no order or where there is even random disorder, most people become uncomfortable because there is not the minimum of structure and security which must be present before the group process can begin to work.

c. The procedures, treatments and practices which are intended to correct disruptive behavior.

For any procedures, treatments and practices to be effective in correcting disruptive behavior, it seems that in addition to shared goals, there needs to be wide agreement among all members of the school community about what constitutes disruptive behavior, to whom it is disruptive, and why it is disruptive. It seems there also needs to be broad consent to and understanding of the procedures, treatments and practices set in motion by disruptive behavior.

Washington Student Discipline Reference Guide, 1982, (page 1)

B. In the September, 1982 edition of Phi Delta Kappan, article "Gallup Poll of the Public's Attitudes Toward the Public Schools", discipline received first place among a score of problems cited by respondents in its survey.

The findings revealed that approximately seven persons in 10 regard discipline as a "very serious" of "fairly serious" problem. It is significant that parents of children attending school hold virtually the same views as the general public.

This study also indicated that school administrators apparently differ from the general public in their understanding of discipline. They are more likely to think of discipline problems as absenteeism, vandalism or

similar behavior. The general public, however, tends to associate discipline with the observance of rules and regulations and respect for authority.

C. DEFINITION OF DISCIPLINE -- discipline (n) 1. Training that is expected to produce a specified character or pattern of behavior, especially that which is expected to produce moral or mental improvement. 2. Controlled behavior resulting from such training. 3. A systematic method to obtain obedience: a military discipline. 4. A state of order based upon submission to rules and authority. 5. Punishment intended to correct or train. 6. A set of rules or methods, as those regulating the practice of a church or monastic order. (See synonyms of teach, punish.)

The American Heritage Dictionary of the English Language. Houghton-Mifflin Co., 1980 (page 375).

The Symposium Group on Discipline also felt that discipline should include: self-discipline, student punishment, classroom management, subject-matter discipline, i.e., science, art, math, etc., student behavior and teacher-student communication.

RECOMMENDATION TO READERS: An examination by your local district of its own methods and processes of discipline.

II. HARD DATA ABOUT DISCIPLINE

A. Concerns that surfaced from discussions in our Symposium Group included:

1. Excessive use by schools of suspensions and expulsions as punishments.
2. The disproportionate impact of these punishments on minority (especially black male) students.
3. Excessive reliance on penalties for behavior symptoms rather than underlying causes of misbehavior.

B. Consensus was reached by members of our group as a result of our discussions on the following items:

1. There is hard data which shows that disproportionate impact of suspension and expulsion and dropping out minority students is a problem.
2. There is a high correlation between dropping out and unemployment, poverty, welfare dependency and incarceration, especially among minorities.

C. Hard Data - Examples

The following examples were identified by members as worthwhile to share:

1. State of Washington Data - The latest completed report available from OCR is for the 1978 school year, which showed minorities, who account for a small percentage of the state population (11%), accounted for a larger percentage of the disciplinary actions in relationship to their overall percentage in total state enrollment than non-minority students, who comprise the greater percentage of students enrolled in the state's public schools. The overall breakdown by disciplinary categories is as follows:

Disciplinary Action	Minorities (American Indian, Asian, Hispanic, Black)	Non Minorities
Corporal Punishment	8.0%	17.0%
Suspensions	21.0%	4.0%
Expulsions	.9%	.1%

2. Local School District Data - Another source of data reviewed by the committee came from the Seattle School District for a recent two-year period (1978-79 and 1979-80). The largest number of the state's minority students are enrolled in the Seattle School District. In 1978-79 minorities (American Indians, Asians, Hispanics and Blacks) accounted for 37.4% of the district's enrollment, yet accounted for 51.3% of all suspended students, with Black students alone accounting for 36.6% of this number and all of the district's suspensions. During this same year white students, comprising 62.7% of the district's enrollment accounted for 48.3% of all the district's suspensions. In 1979-80 the percentage of minorities in the district increased (40.3%) and the percentage of suspensions increased (53.9%) while the white enrollment went down (59.7%) and suspensions went down (45.9%).

   Washington Student Discipline Reference Guide, 1982 (page 15a)

3. National Data - The most recent available data on school suspensions and expulsions resulted from a 1976-77 Elementary and Secondary Schools Civil Rights Survey, conducted by the Office for Civil Rights, in which 15,715 school systems participated. Survey results showed that during the 1975-76 academic year 1,628,929 students were suspended for at least one day, or expelled from school. The same study indicated that while 24% of all youngsters enrolled in surveyed schools were minorities, members of minority groups accounted for 36% of all students suspended or expelled.

   The OCR data indicate that black youngsters have the highest suspension rate of all -- significantly higher than either whites or any other minority -- and that the child most likely to be suspended is the black male. Beyond that, any child perceived of by adults as being "different" is especially at risk. Included are members of racial, ethnic and religious minorities, poor children, children with handicaps, children to whom English is a second language, children who move from city to city and children from single parent homes.

   Everybody's Business, Joan M. First and M. Hayes Mizzell, Southeastern Public Education Program, 1980 (page 6)

III. FACTORS CREATING OR CONTRIBUTING TO DISCIPLINE

A. Members of this Symposium Group were in agreement with the Washington Student Discipline Reference Guide - 1982 in its listing of factors contributing to this growing problem:

1. School Based Factors
2. Student Based Factors
3. Family Based Factors
4. Community Based Factors

B. Along with the above listed factors, our group identified the following list as contributors to the problem:

1. School Climate/Environmental Factors

- Racial prejudice
- Stereotyping
- Disparity of treatment
- Cultural distance/dissonance
- Irrelevance of educational system
- Inconsistency of discipline system
- Lack of adequate role models
- Inadequate record keeping
- Passing of disproportionality
- School climate changes
- Schools doing too much

2. Student Factors

- Students perception of the system
- Poor student self-esteem
- Poor student communication skills

3. Socio-Economic/Cultural Factors

- Poverty in the home
- Single parent homes
- Extremely different social/religious norms
- Poor parenting skills
- Violence on TV modeled by society

IV. PROBABLE CONSEQUENCES IF DISCIPLINE IS LEFT UNATTENDED BY THE EDUCATION SYSTEM

A. During the discussion of probable consequences in the area of discipline, two (2) categories emerged which seemed to allow a better focus on this issue:

1. Those consequences which would/could be demonstrated while students were still participants within the school system.
2. Those consequences which would/could be demonstrated later in life or after the K-12 experience.

B. The following is a list of consequences which should be considered when attending to the area of discipline:

- Property loss
- Cost of institutionalization and other intervention services
- Loss of life
- Monocultural society
- Non-minority leaders/decision makers
- Loss of talent/brain power
- Continued underrepresentation of minorities in work force
- Continued underrepresentation of minorities in higher education in decision making roles
- Increased social and political conflict
- Tension between ethnic and cultural groups
- Increased division between the "haves" and "have nots"
- Increased need for alternative education programs
- Increased need for legislation
- Social ills (health, welfare, etc.)

C. Community (Family, Groups, etc.)

- More interagency support (human/material)
- Systematic and structured process to get teachers and families together
- Parenting classes taught to parents by the community
- Community/minority groups to advise the superintendent

D. Students and Other Youth

- Student Conflict Resolution Committee
- Career Goals
- More group counseling

V. SUGGESTIONS, RECOMMENDATIONS AND ALTERNATIVES FOR DISCIPLINE

The Symposium Group attempted to categorically identify recommendations and alternatives for specific groups of individuals as follows:

A. School Administrators and Policymakers

- Student Conflict Resolution Committee
- Need for better understanding of "the silent language" (MITP-Rainbow) Cross-cultural communication (Structured learning)
- Involvement of minority volunteers into the classroom
- Inservice training in multicultural awareness and discipline
- Reinforcement for inservice training -- continuous training and retraining
- Community/minority groups to advise the superintendent
- Parents and students involved in decision-making/policy
- Get away from the emotional level when involved in a discipline situation (structured discipline)
- Hire teachers who have skills in discipline
- Develop "survival skills" courses for students and teachers in urban areas
- In-school suspension rather than out-of-school
- School climate "assessment"
- Educational decision makers should take leadership of the problem and the need to solve it
- Multicultural education for all (students and staff)*
- Teachers are rarely trained in the area of discipline during their initial training and while they are in the field
- More incentives for students to stay (be) in school
- More incentives for schools to keep students
- Multicultural education that begins at the school board*
- Systematic multicultural education program*
- Hiring and promoting minorities, especially in leadership roles

B. Teachers

- Need for better understanding of "the silent language" (MITP-Rainbow) Cross-cultural communication (Structured learning)
- Involvement of minority volunteers into the classroom
- Teachers are rarely trained in the area of discipline during their initial training and while they are in the field
- More incentives for students to stay (be) in school
- More incentives for schools to keep students
- Inservice training in multicultural awareness and discipline
- Reinforcement for inservice training -- continuout training and retraining
- Systematic and structured process to get teachers and families together
- Get away from the emotional level when involved in a discipline situation (structured discipline)
- In-school suspension rather than out-of-school

VI. SOME RESOURCES FOR DISCIPLINE

The following list of resources was developed by the Discipline Group at the symposium. We would recommend that each local community/school district consider adding to this list those resources which would support their effort to develop an adequate discipline process:

- Dr. Asa Hillard - San Francisco State
  (Urban Teacher Inservice Survival Skills)
- Dr. Bill Dupree - Cincinnati Public Schools
  (Conflict Resolutions)
- Junious Williams - Fresno State
  (Eliminating Disproportionate Discipline for Minorities)
- Ron Edmonds - Michigan State
  (Seattle School District)
- Robert Terry/George Neeley - University of Michigan
  (Army, Navy, Air Force)
- Bill Maynard - Bellevue, Washington
  (Effectiveness Training Institute)
- Dr. Joe Drake - Renton, Washington
- Dr. Robert Ford - Fifth year and graduate course in "Creative Discipline in the Classroom" through UPS in Tacoma, Washington
- Jonis Davis - American Friends Service Committee
  Seattle, Washington
- Re-establish the Human Resources Inservice Training Unit in Seattle School District and duplicate this training throughout the state to include discipline
- Teacher Effectiveness Training, Reality Therapy, Assertive Discipline, T.A. Discipline
- State Board of Education - Discipline Task Force Reference Book (Inventory of discipline methods throughout Washington State)
- BESCAN - University of Washington
  (Discipline Reference Guide)
- NODAC - National Origin Desegregation Assistance Center
  (Interface Consultants - Portland, Oregon)
- Office of Civil Rights - 3rd and Broad Building
  Seattle, Washington
- Seattle and Tacoma Urban Leagues
- NAACP - Locally
- United Indians of All Tribes (Daybreak Star Arts Center)
- Ramona Bennet - Puyallup Tribe (Cascadia Educational Resource Center)
- Local resources within a given district
- Sharing resources (consortium/compacts)
- Book - "Everybody's Business" (A book about discipline)
  Elisabeth Joan McCarty
- SPI Practitioners' Committee Workshops - List of districts

A MULTICULTURAL EDUCATION SYMPOSIUM/CONFERENCE ON RELATED ISSUES FOR THE 1980s

"Toward the year 2000"

A discussion and examination of critical education issues and strategies related to Washington State's preparation for entry into the 21st century and its increasing multi-ethnic population

Articulation Paper No. 2

Computers, Minority Students And A Technology Gap Acceleration

This document is a report of a discussion group on the above listed topic at the "TOWARD THE YEAR 2000" symposium on multicultural education issues for the 1980s and 1990s. The symposium was held February 23, 1983, at the Battelle Institute in Seattle, Washington.

This report represents the experiences, expertise and views of several individuals concerned and involved with this issue. This articulation paper attempts to focus on the following:

- what this issue is about and why it must be addressed by the education system;
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COMPUTERS, MINORITY STUDENTS AND A TECHNOLOGY GAP ACCELERATION

Prepared by

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Bertamax, Inc. (Seattle)

Mr. Irv Kipp, Computer Instructor
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St. Martin's College (Lacey)

Mr. Wayne Peterson, Math Curriculum Consultant
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Computers, Minority Students and a Technology Gap Acceleration

Context of Concerns

Concern in the discussion group focused on the Year 2000 and the need to think and plan now for the situation which will exist then rather than what may exist now. Questions to be answered include: Where will schooling or training take place in 2000? What will the technology of schooling or training be like then? What work/job skills will really be needed then?

Concern was felt for those both now and in the future who may not have access to information, current technology and desired job skills.

Finally, the focus of concern was the role of educators in narrowing the technology gap. The group's discussions of necessity addressed issues affecting the entire field of education, since concerns about minority students are pivotal in an examination of the future of American education.

What Hard Data Exists or Can Be Found to Substantiate the Importance of This Issue?

Data to establish what educational needs in the Year 2000 will probably be like can be found in sources of trends data -- labor trends, business trends (especially advanced technology), educational industry trends, educational structure trends and technology development trends.

Trends data suggest that: Jobs will be information-based; few people will work in manufacturing; significant numbers will work at home using telecommunications; there will be jobs for those with technical and information-managing skills and no jobs for those without those skills; the education industry (as opposed to schools) will have grown rapidly and may provide a majority of the training for jobs; public education may have greatly decreased financial support; and the technology for both training and the performance of many jobs will exist in homes, purchasable at a fraction of today's cost.

The National Center for Education Statistics indicated in 1982 that:

-- Small personal computers available for student use numbered 96,000; 31,000 were in use in fall, 1980.

-- The number of computer terminals grew from 21,000 to 24,000 in same period.

-- Of 82,000 public schools, 29,000 own small personal computers or computer terminals.

The Wall Street Journal reports that: more of the labor force is being impacted by computers. This situation requires the working force to have greater knowledge of computers.

-- Anywhere from 65-75% of the working force will have to have working knowledge of computers in the near future.

The U.S. Department of Labor Bureau of Labor Statistics predicts that by 1990 84% of U.S. jobs will be computer-related, four times the number of all current occupations in the U.S.

Of the five fastest growing jobs in the '80s, three require computers:

1. Computer service technician (Predicted growth in the next 7 years: 108%)

2. Coal mining operative (85.7%)

3. Systems analyst (79.8%)

4. Business machine repair (73.5%)

5. Computer programmer (60.4%)

There are now 115,000 computer-related jobs and only 50,000 workers qualified to fill them.

Of the best-paying 15 jobs that require a B.A., all 15 require/or are impacted by computers.

Specific data substantiates the existence of a significant gap between students using computers/receiving training in computer job skills and minority students without these experiences. The data exists in the following areas:

Very few minority students work in high tech industries in the Puget Sound area. (The Puget Sound Electronics Training Foundation can provide further information.)

No electronics is being taught in most schools in the Puget Sound area.

Only 6% of all high school students take physics (nationally).

The number of students who stop taking math after the ninth grade is over 50% (nationally).

The number of qualified math and science teachers is steadily declining because they can make more money in private industry (nationally).

Math scores on the SAT have been declining at an even more rapid pace than verbal scores (nationally).

The drop-out rate among minorities is greater than that among whites.

Minority students are enrolled in math and computer classes in smaller numbers (ratio) than whites.

Additionally, each of us in our own work situations can produce a data summary to identify the nature of our local technology gap. We can determine who is using computers, who has access to computers, who does not, and what the barriers are to access. As one large metropolitan district has, we can identify the degree to which minority students enroll in computer courses or in courses leading to access or familiarity with computers.

What Factors Create or Contribute to the Technology Gap?

Generally, the technology gap is the result of other gaps--in awareness, skill levels, educational emphases among different school populations, and perceptions and treatment of minority student abilities.

More specifically, factors contributing to the gap include:

Lack of student awareness of the need for job changes and retraining in their futures.

Lack of basic skills necessary for using computers on the part of many students.

Lack of subject matter competency on the part of many teachers, so that prior to training in computer applications pre-training is necessary in the content areas they teach.

Lack of interest or awareness of the importance of technology education on the part of many decision-makers.

Lack of participation of minority groups in the decision-making.

Lack of minority representation on district, regional, and state computer curriculum and planning committees.

Differential opportunities in urban, suburban and rural areas.

Inequities in funding and in opportunity/emphasis/student interests and abilities--among schools, districts, public and private systems.

Lack of role models.

Counseling biases and stereotyping of minority students.

Teachers who are not always aware of alternative teaching styles.

Lower expectations for minority students leading to placement in "basic" rather than higher level classes.

Lack of commitment at all levels: school boards, superintendents, principals, teachers.

Satisfaction with the status quo.

Failure to address the question of who is responsible for closing the gap.

A serious gap in many students' thinking processes. Specifically, many have trouble with the following:

a. Confusing two concepts that apply to the same situation. This is the result of not really understanding the concept in the first place.

b. Not making the connection between reality and representation; i.e. verbal statements, diagrams, models, graphs, and formulas.

c. Problems with scientific reasoning; i.e. proportional reasoning, logical implication, control of variables, deductive reasoning and hypothesizing.

d. Inability to reason and to transfer to a new context.

Many of our low achievers (with disproportionate numbers of minorities) are "used" by CAI programs which step-by-step tell them what to do, while other students "tell" the computer what they want it to do for them. (The dichotomy is truly dramatic and will most certainly increase the gulf between the "haves" and "have nots" unless adequate control of computer use in education is assumed.)

What Are the Probable Consequences of Failing to Address the Issue?

A wider gap between the technologically literate and the illiterate would be the probable consequence of failing to attend to this issue. Contributing to or resulting from the gap, in a kind of self-perpetuating downward cycle for public education, would be the continued explosion of private and home schooling, either with the GED requirements as the standard or with no common standard or curriculum; growth of the company school; and the continuing phenomenon of U.S. graduates falling farther and farther behind the specific technology skill levels of other industrialized nations.

Other indicators of the widening gap between the technologically literate and illiterate would be mass exodus from geographic regions to follow the job markets, chronic high unemployment and related increases in crime, with a reduced quality of life for everyone.

For many individuals, the gap between the information-rich and -poor would mean lost job opportunities, lost access to critical information and greater discrimination based on class.

What Suggestions/Recommendations Can be Made to Educators for Responding to the Issue?

Recommendations cluster in three categories: Attitudinal changes, changes in curriculum and instruction, and organizational changes:

Attitudinal changes:

Teachers must develop and accept their role as facilitators of learning, rather than as controllers or determinors of it, or as sole sources of information for the classroom.

Teachers, administrators, students and parents must see the computer as a tool rather than as a master or mystery.

Positive attitudes toward technology, toward change and toward their own ability must be instilled in all students early.

All parties must develop attitudes which will support the use of educational means, processes and benefits for ALL students, including those not presently served.

Educators must further develop and preserve a commitment to equitable approaches; i.e., providing access to computers for minorities.

Teachers must recognize the magnitude of the problem and its potential consequences; they must find ways to do more than just teach the kids who want to learn.

Changes in curriculum and instruction:

All teachers must become adequately prepared in subject matter so they can adapt the use of computers successfully to teach that subject matter.

Math and science must be emphasized, but especially all curriculum which involves "higher order" problem-solving skills, including skills in information-gathering and analysis.

Communication skill-building must be emphasized, both to enable students to use technology better and to provide them with the social skills which may not be fostered by a technological environment.

Students must be provided more options for learning: differential rates for moving through the system; varied learning modes and several different "attendance" modes.

Curriculum content must become more current.

SPI should sponsor workshops dealing with computer utilization for minorities.

The potential of the technology for education must really be examined and developed, not just used to do the same things we can already do by other means.

Non-competitive learning modes, encouraging each student to reach his or her own potential, must be developed and promoted.

Students, teachers and parents must be encouraged to check out computers to use at home.

More vocational electronics courses must be instituted.

Project sharing/showcasing must be utilized as a way to encourage successful educational uses of technology, to benefit all.

The job market, projected 4-5 years ahead, must be used as a basis for curriculum to develop job skills.

Schools must develop support programs for the upper n% of our students by racial category to prepare them for successful entry into and continuation in the "algebra-and-beyond" course sequence. If it is assumed that 60% of the student population is algebra-capable, then it must be that 60% of our minority student population is algebra-capable. Support programs at the pre-algebra level for the underachievers in this group should be developed and implemented. (Support programs for the lowest-ability students have operated with some success, (mostly through federal funding). At the same time, a concomitant effort needs to be made to help the upper n% realize their potential.

Organizational changes: School-industry councils for advising on the content of vocational curriculum must be encouraged and developed further.

The K-12 self-study accreditation model, which requires the participation of community members, should be used to address the issues of equity, technology, and the changes needed in public education for the Year 2000.

Above all, schools must examine these issues and re-assess their role.

Adequate computer education must be provided for minority educators at all levels.

Provision must be made for the purchase and use of computers for special programs; i.e., Indian education, bilingual education.

Adequate planning for the purchase of computers to meet the specific needs of special programs.

Resources Which Could be Used to Respond to the Issues

As the scope of this issue is truly enormous, an exhaustive or even definitive list of resources is impossible to include here. To begin with, each member of the discussion group is a prime resource in the area each represents (see list on cover sheet). Sources of other information, existing programs, promising approaches and practices, discussions of perspective and policy issues may best be found in networks of educators, such as the Puget Sound Council for Multicultural Education, which Tony Ogilvie has brought together, or the Sex Equity In Education Network which Gene Liddell and Eddy Tyree support -- both networks can be reached through the Superintendent of Public Instruction at (206) 753-2560. Current information about programs, curriculum, journal articles and research reports, as well as other state and national associations and their activities, can be obtained through the KNOW-NET Project at SPI, (206) 753-2858.

As the SPI receives direct service from the Washington State Library, U. S. Government statistics and documents are also available through SPI staff (call KNOW-NET). Sue Collins (206) 753-2858 is also the SPI staff member with responsibility for computer education information.

Resources of particular value to the members of the discussion group include:

ADCIS 1982 Conference Proceedings ("Computer Literacy/Intelligent CAI"), Association for the Development of Computer-Based Instructional Systems.

Bulkeley, Wm., "Microcomputers Gaining Primacy," Wall Street Journal, Thursday, January 13, 1983.

Divoky, Diane, "Classroom Computers Criticized," Sacramento Bee, February 15, 1983.

"Electronics Review," Electronics, November 30, 1982.

"Home Computers," Better Home and Gardens, March, 1983.

National Center for Education Statistics.

National Science Foundation and other sources of teacher training funds.

Oliver, Peter, "Technology and Education: An Administrative Round Table," Electronic Learning, February, 1983.

Professional associations in the various subject disciplines.

"The Educational Marketplace for Microcomputers, 1982," T.H.E. Journal, Special Report, 1982.

The Computing Teacher (journal), 135 Education, University of Oregon, Eugene, OR 97403.

Update on the School Market for Microcomputers, Market Data Retrieval, October, 1982, (c/o Bertamax, Inc., 101 Nickerson #202, Seattle).

U.S. Department of Labor Bureau of Labor Statistics.

Wall Street Journal, February 23, 1983, coverage of New York City school renewal projects.

Note: Computer company mailing lists will provide a sample of those using or interested in computers (for a fee). Such groups could be surveyed for current information on what is/is not happening in local situations.

Discussion group members also cited areas in which they felt resources should be targeted, such as: development of CETA monies; development of advisory boards' re-evaluations of basic education; released time for teacher training; inservice training itself; participation in professional associations.

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"Toward the year 2000"

A discussion and examination of critical education issues and strategies related to Washington State's preparation for entry into the 21st century and its increasing multi-ethnic population

Articulation Paper No. 3

The Street Life Alternative

This document is a report of a discussion group on the above listed topic at the "TOWARD THE YEAR 2000" symposium on multicultural education issues for the 1980s and 1990s. The symposium was held February 23, 1983, at the Battelle Institute in Seattle, Washington.

This report represents the experiences, expertise and views of several individuals concerned and involved with this issue. This articulation paper attempts to focus on the following:

- what this issue is about and why it must be addressed by the education system;
- what the potential consequences are if this issue is not addressed; and,
- recommended and suggested strategies and resources for the educator to utilize in responding to the issue.

The purpose in making this articulation paper available is to make educators aware of this issue and to assist them in responding to it.

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The Office for Multicultural/Equity Education
Superintendent of Public Instruction
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Toward the Year 2000

Articultation Paper

Topic: THE STREET LIFE ALTERNATIVE

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As schools are reworked and redirected to meet what forecasters have identified as "mega trends" and the needs of the global economy in the next few decades, what impact will these changes have on those students who are already typified as teetoring on the borders of society's "mainstream"? Will the revisions and planning for the year 2000 also seek to reduce the numbers of drop-outs and push-outs from the schools? The situation of growing numbers of younger and younger individuals who are assuming their adulthoods in this society with fewer and fewer of the benefits which the public schooling experience is providing many of their counterparts who do manage to see their way through to high school competition poses both a great problem and a great challenge.

A. What data exists to substantiate the criticalness of this issue?

While not a new problem, the drop-out/push-out phenomenon is particularly critical for the schools to address at this time for a myriad of reasons. In Seattle, for that school district alone, Superintendent Donald Steele recently noted that for this one academic year that between "450 - 1450" school aged youths who could be, would not be enrolled and attending classes. The school revenue which a district loses due to small enrollment figures and how that in turn effects the ability of that school district to service the enrolled students is but one issue. The more critical and compelling issues rise from the impact that the no-or-little formal schooling "alternatives" have on those young people's lives and on their communities. Admittedly, a proportion of those students who leave their schooling prior to graduation for what seem to be more lucrative and satisfying options do go on to succeed, but their numbers are miniscule in comparison to the many more who go on ill-prepared to struggle with lives rippled with unemployment and too often laced with bouts with illiteracy, drugs, alcohol, crime and frustrating personal lives. Currently,

the state's youth treatment programs are filled to capacity, and professional observers of Seattle's street life note that the current trend is one of increasing numbers of youths who at younger ages go out onto the streets and engage in increasingly more serious crimes. By no stretch of the imagination, it would seem that in this time of demand for rapid school change and diminishing financial resources, unless given priority consideration, those youths for whom most of the school's programing is not normed, will conceivably find themselves the objects of even less school attention than is presently the case. The current situation of alternative schhols and alternative programs run by school districts bears testimony to this trend. For while many of them have been successful in addressing the needs of special populations of students, and in so doing, reduced the numbers of students which the district would have lossed, most of these programs if they have not already been eliminated, are in jeopardy of severe cutbacks which would basically render them impotent. All of which is occurring at a time when the numbers of students who could most benefit from such programs are on the increase. Student populations across the nation by 1990 are projected to be approximately ____% students of color and ____% whites.

As for the communities from which these youths come, the fact is that communities of color are disproportionately represented among those young who leave and/or forced out of school at an early age. Because of this obvious overrepresentation by certain groups, issues of due process and irradication of discriminatory policies are but two of the issues which demand vigilent attention.

In addition to this prominent issue involving equity, there exist the simple but critical issue of basic school effectiveness. Students other than those of color have real needs for multicultural education. But schools by in large have only seen the need to deal with multicultural education when their

student populations become more multiethnic; differences in learning styles, values, attitudes towards competition, ways of communicating, etc., remained largely ignored until the differences which existed among students were merged with a difference in coloring among students. It is important to ask, to what degree does a major socializing agent for the society prepare young adults to function effectively and successfully in a multicultural/multiethnic society and economy if by its policies, procedures and programs fundamentally operates only monoculturally? The challenge is a multicultural one; equal opportunity in education is meaningless unless students who embody a multitude of diversity,which often times cuts across ethnicity, receive educational programs which are structured to insure them all equal access to various bodies of knowledge and opportunities for the development of basic skills and important self-esteem.

Much can be learned from the Region's more successful alternative programs which have sought to inhibit the street life choice by addressing the specific needs of diverse groups of students. However, too frequently the scenario for alternative program successes has been one of isolation rather than integration of these sound strategies into the very fabric of the system itself.

To infer that schools are solely responsible for the drop-out/push-out phenomenon is not the intent of this paper. Not only would this be unfair and misleading, but detrimental to addressing this problem successfully. There is no doubt that schools which is only one of the forces in which this drama of street life alternative is played out, have been able to in fact keep and service many more students than it loses. An exercise to lay blame would be futile and more accurately impossible. However, there are factors and issues which would be helpful to pinpoint which in tandem contribute to the existence of so great a number of push-out/drop-outs.

B. What are factors which create or contribute to this issue?

Despite the obvious dangers of the most extreme alternative among the non-school alternatives - the street, more youths are pursuing this alternative. For many, the street holds the potential finally for support, excitement, relief from boredom, "easy" money, successes and acceptance. The backdrop against which this handicapping situation is created needs not only to be examined, but changed.

The media in the form of television and movies makes its contribution by sensationalizing and glamorizing drugs, alcohol, crime, and street life. Fantasies of a fast life low on responsibility and high on quick thrills are highlighted. Additionally, these mediums make their larger than life contributions to segregation and racism in the society by consistently stereotyping specific ethnic groups in these violent and delinquent roles. And while the media draws youths from the schooling alternative - other factors push them out.

The world that many young people have inherited includes coming from families which might have already been caught in this harsh street life cycle. Therefore the older adult, family and community role models by their existence make their imprint. As well, the skills and expertise for effective parenting have become more complex. Many parents are either still basically young adults themselves or at any age, just lack the necessary preparation which would allow them to assist their young in teasing out many of their problems. In addition are those adults who have pursued many levels of professional training and are well qualified to assume stable positions and provide successful, responsible role models for their children, but instead, are denied access to specific jobs because of discriminatory institutional practices. The potential benefits of formal schooling particularly for persons of color are played out right before young people's eyes. In still other instances, depending on the kinds of work life the parents are engaged in,

their are many unfortunate situations where guidance and support for school life becomes almost non-existent against the demands to meet basic survival needs for a family. Discriminatory institutional practices have also created two additional situations. For certain ethnic communities the mortality rates are disproportionately higher at much younger ages. Many youths don't get parental support and guidance because their parents are already dead. These youths then are shuttled back and forth among communities and family members for care. This type of transiency as well as the transiency which might exist to pursue either economic livelihood or cultural practices is largely not accomodated by the educational system.

Schools again contribute to this push-out/drop-out problem when they don't require that staffs be multiculturally and multiethnically sensitive and respectful. Unknowingly and however unintended, the student's performance becomes products of stereotypes and low expectations. Without specific expertise in assisting students with study, communication, language and possible guidance and counseling needs, what is reinforced is a model where those students who are already behind just get more punishment and not remediation. The amount of energy commited to parental involvement by schools, especially various ethnic communities, is distressing. Without strong lines of communication in place, the potential for working collaboratively to nurture together the student's educational development is greatly diminished. Certain policies and procedures such as rigid truancy policies, staff tenure systems, and discipline policies which are solely punitive also make their impact.

Then there is also peer pressure at work. With this last dimension, it almost becomes a wonder that so many students stay in the schools. With plenty of pressure to conform, those youths who have already dropped out, try hard at perpetrating their lifestyle.

C. What are some probable consequences if these issues are left unattended by the education system?

What is foreseeable is that if left unattended, and not just by the education system, the problem and its consequences will profoundly escalate. Stereotypes and prejudices will be reinforced. Greater numbers of students will drop out. Greater numbers of teenagers ultimately choosing suicide will continue to increase. More individuals will be tracked into this lifestyle. More individuals will have involvements with the legal and penal institutions. There will be more crime and more disruption of property. Additional tax burdens will be created. Schools will become less and less effective at meeting the needs of its students. The inequities which already exist will be heightened. And unemployment will be greater not because there will be a lack of jobs, but because fewer individuals will have developed the skills to contribute to an information society. Teachers and school officials will be frustrated, parents will be more dissatisfied and the impact of this degenerative spiral will be more pronounced throughout all spheres of the society.

D. What suggestions, recommendations and alternatives could be made to the education system, other service agencies and the community for responding to this issue?

Fortunately, given the historical nature of the drop-out/push-out situation there exist many kinds of information, programs and approaches already in existence which would facilitate creative problem solving for this issue. The suggestions are not complicated but simply seek to address many of the issues that were documented once again in a recent study of Native American youths by the United Indians of all tribes. When a sample of 110 youths were surveyed on why they dropped out of high school, they responded by identifying in a majority of the cases these reasons: they

were behind in school, they had few successes, they had drug and alcohol problems, their school staffs were uncaring, all the school staff were culturally insensitive and were not well trained to address their needs.

Quite the opposite outcome results when all of these areas and many more are being addressed by a school district. Already, schools which have been involved in total school effectiveness programs have not only been able to raise the quality of education for each student but also to engage increased numbers of students in this quality manner. However, under the umbrella of "school effectiveness" are many types of programs. Those which specifically identify: parent and community involvement, multicultural/multiethnic climate and positive options to school suspension as critical factors are especially relevant.

As previously mentioned, alternative schools and residential community programs which have been the most successful at meeting these youths' needs offer implementable strategies. The kinds of exposure and training that alternative program staffs reflect needs to be adopted also by the school system.

Trained personnel is key. Their preparation should include exposure to: human relations training, multicultural education, information on different learning styles, information on the home cultures of the students, ideas for developing partnerships with parents, the development of student leadership, information on the problems of alcohol and drug abuse, and training on how to assist students in developing social skills and making life choices especially regarding pregnancy and sex. While at times the list seems almost endless, school staffs that are unable to meet these demands will only contribute to the pool of students who drop out. Not only does it make sense to address in the training these critical needs, but also in the selection and placement of school personnel.

For school buildings, other suggestions include ideas which would require them to be more flexible and communicative regarding their procedures. Frequently attendance and truancy policies only function to create more truancy. They need to be reassessed. At times school policies do act to discriminate certain groups, they need revision. And there are the times that the rules are reasonable and fair but are not understood by students and their parents. These rules and school practices need to be put in orientations at least for the parents. These orientations should also take into account the specific language needs of the parents.

Social service agencies along with the schools could work together to better service the community and schools with solid parent education programs. While school officials may find that this added dimension to the traditional role of schools cumbersome, it is clear that the problem of drop-out/push-outs and basic school effectiveness is exacerbated by ignoring this need.

Other institutions and agencies will need to cooperate with the schools to insure that more youths are guided to choose more meaningful life options. Youth services and juvenile justice agencies need to orientate themselves to support interagency cooperation which will prove preventive or remedial rather than punitive in their thrusts. Especially when there are vast differences in the value systems of the mainstream institutions and that of the culture of the parent/student is it necessary to develop solid lines of communication with community agencies and spokespeople for that culture. To prevent the further escalation of this drop-out/push-out problem necessitates that all these agencies which have historically become adversarial become allies.

E. What resources (projects, materials, consultants, etc.) could be utilized by districts to respond to this issue?

In seeking solutions for school effectiveness for many drop-outs and push-outs there are many resources in Washington State which should prove helpful. The following is a list which by no means is exhaustive, but it is a firm beginning to problem solving and exemplary programs:

A. Alternative Schools

1. Clover Park
2. Walla Walla
3. SPI Directory

B. Ethnic Communities

1. The Black Child Development Institute
2. Tacoma's Asian Alliance
3. The Minister's Alliance
4. Native American Centers
5. School District Directories on Community Resources
6. W.A.A.P.A.E. and other ethnic educator's groups

C. Agencies

1. The Urban League
2. Washington Education Association's Multicultural Education Pro.
3. The Region's Race, Sex, and National Origin Desegregation Assistance Centers
4. Planned Parenthood
5. Police Department
6. Local Health Boards
7. Community Relations Office of the Justice Dept.
8. Office of the Superintendent for Public Instruction for Washington

D. Drug Abuse Programs

1. Echo Glen Children's Center

E. School Effectiveness Projects

1. Seattle School District #1

"Toward the year 2000"

A discussion and examination of critical education issues and strategies related to Washington State's preparation for entry into the 21st century and its increasing multi-ethnic population

Articulation Paper No. 4

Multicultural/Global Education In The Schools

This document is a report of a discussion group on the above listed topic at the "TOWARD THE YEAR 2000" symposium on multicultural education issues for the 1980s and 1990s. The symposium was held February 23, 1983, at the Battelle Institute in Seattle, Washington.

This report represents the experiences, expertise and views of several individuals concerned and involved with this issue. This articulation paper attempts to focus on the following:

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- what the potential consequences are if this issue is not addressed; and,
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MULTICULTURAL/GLOBAL EDUCATION IN THE SCHOOLS

prepared by

A. Barretto Ogilvie

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MULTICULTURAL/GLOBAL EDUCATION IN WASHINGTON STATE

prepared by

A. Barretto Ogilvie

I. The Importance of Multicultural/Global Education in Our Schools

Washington State's population is facing many changes. These changes are compelling our education system to seriously consider the implementation of instruction which will prepare our students to live and function in a complex, ethnically-pluralistic and rapidly-changing society. These changes are coming from and are taking place at all levels of our society — local, state, regional, national and global. The message from these changes is clear: Our students must have the attitudes, knowledge and skills to work with people from different languages, cultures and national backgrounds if we, as a species, are to avoid war and destruction; if, we, as a nation, are to participate effectively in resolving global problems and issues and if we, as a state, are to maintain an environment in which there is social harmony and economic progress.

This concern was articulated at the national level when in November, 1979, the President's Commission on Foreign Languages and International Studies, in their report, Strength Through Wisdom, A Critique of U.S. Capability, wrote:

> America's position in the world has changed radically over the last quarter century. Powerful competitors challenge our military and economic position, while the revolution of rising expectations in the Third World exerts new pressures and makes new demands on us. The United States is no longer the only major center of scientific and technological progress. We confront a potent combination of social ideologies and national aspirations that have extensive consequences for America's domestic well-being.
>
> The future will belong to nations that are wise as well as strong. This consideration underlines the absolute necessity to develop and maintain a first-class apparatus to enable Americans to cope with the changing world.

Even more dramatic are the facts pertinent to our own state:

OUR STATE IS BECOMING MORE ETHNICALLY-PLURALISTIC

According to 1980 census date there were 388,784 persons of minority background in Washington representing 9% of the state's total population of 4.12 million. While this figure of 9% is not itself very startling, the growth of minority students is as indicated below.

Minority Students in Washington State

Category	1970	%	1981	%	% Change
American Indian	12,057	1.50	19,641	2.33	+ .83
Asian	10,784	1.30	31,036	4.13	+2.83
Black	20,842	2.50	25,198	3.36	+ .86
Hispanic	14,982	1.80	25,306	3.37	+1.97
Caucasian	784,014	92.90	751,061	86.81	-5.09

Another way of looking at these statistics is by ratio. In 1970 there was one minority student for every 14 students. In 1981 the ratio changed to 1:7. If this trend continues, by 1990 one out of every three students could potentially be minority.

Our ethnic minority student population is not only growing but dispersing as well. In 1970 there were 131 school districts serving Caucasian students only. In 1981 this number dropped to a mere dozen.

Finally, it should be noted that among our three-quarters of a million students some 25,000 speak a language other than English -- up to 80 different languages and/or dialects.

GLOBAL TRADE IS ESSENTIAL TO OUR STATE ECONOMY

Washington State exports a greater proportion of the goods produced within its borders than nearly any other state in the nation. Consider the following:

-Washington exports 2/3 of all U.S. apples sold abroad.
-Over half of the commercial aircraft flying in the world today are from Washington.
-Washington is the U.S.'s number one exporter of hops.
-Washington is the second largest potato producer in the U.S.
-Washington ranks as the number one in the export of forest products.

The proportion of Washington's labor force tied directly or indirectly to foreign trade is twice that of the country as a whole. At least one job in five in Washington now depends on foreign trade. In 1963, only one in fifteen jobs depended on international commerce in this state.

Business leaders now recognize that growth in foreign trade is also the route to economic recovery and progress for this region. To achieve that growth, however, will require citizens competent in international affairs and intercultural relations. It will also require the development of languages of the Pacific Rim.

GLOBAL ISSUES AFFECT WASHINGTON STATE

Political wars abroad have resulted in a spectacular influx of refugees in our state within the last decade and will continue to be so in the future. Continuing global problems such as starvation and malnutrition in underdeveloped countries, fear of nuclear war and the accelerating gap between the have and have-not countries because of technology all have significant impact on our state as we are a military installation laced region. If Washington State was a country, we would be ninth in military power globally. Also, international commerce is becoming increasingly linked to international political affairs.

The conviction that we can and must participate in the shaping of the future is a direct result of education that is multiculturally and globally-oriented.

What does multicultural/global education involve?

Discussion on this question and the literature suggest that multicultural/global education is instruction which:

- o develops an awareness of world-mindedness, global interdependency and humankind as one in students;
- o teaches students to recognize and value the diversity of cultures and experiences and the multiple perspectives which these differences bring to resolving problems and enriching everyone's lives;
- o equips students with the skills to interact successfully with those from different language, cultural and national backgrounds; foremost among them is becoming proficient in at least two languages;
- o informs students of global changes, issues and processes for resolving them; and
- o assists students in learning their responsibilities and roles in improving the human condition.

Multicultural/global education should not be an adjunct or appendage to the existing curriculum but should be infused in all subject areas, at all grade levels and implemented in the earlier grades.

Multicultural/global education can and should also serve as a catalytic agent providing direction in which both society and education should move. This being the case, multicultural/global education would in fact contribute to both the excellence and pertinence of education today.

II. Factors Contributing to the Issue of Multicultural/Global Education In Our Schools

Preparation of our students to deal with the new realities emerging for the 21st Century exists but is woefully deficient.

Reports from the Office of the Superintendent of Public Instruction indicate that only a small percentage (less than 20%) of our students are enrolling in foreign language courses and even a smaller number are taking those courses for two years or more. In addition, the number of courses in the Pacific Rim languages is extremely meager and can only be found in a handful of districts. This situation is further aggravated by the lack of a state policy on bilingualism that is allowing the wastage of the language and cultural resources which new students from abroad bring with themselves.

Other assessments and surveys by the Office of the Superintendent of Public Instruction also reveal that there is a limited but growing effort by teachers in various school districts to include multicultural/global education in the classroom. The teaching of multicultural education as it relates to ethnic Americans and their experiences has become more popular and widespread throughout the state. This has been due to the presence of more minority students in more districts, increasing commitment by district administrators and staff; and the availability of multicultural materials and other resources.

Global education course instruction is sparse and only a few students are enrolled, typically in classes parallel or incidental to the regular instructional program. In a few cases, global education is being infused in a number of courses. It is more typical, obviously, that students are exposed to multicultural/global education on more of a chance basis rather than by a systematic offering of global education.

There are a number of reasons for the slow adoption and implementation of global education instruction in the classroom. Some of the more frequently heard reasons include: the lack of materials, the lack of global perspectives in the textbooks, insufficient or inadequate training for interested educators and the competition global education faces in the educational system's determination of program priorities. There are, however, as reported to the OSPI, numerous staff and student exchanges, school visitors from abroad and trips to other countries for educational purposes. More often than not, these take place at the classroom level and, although done with district approbation, are generally not coordinated by the district central office. Like global education instruction these are done because of teacher commitment and not necessarily because of district policy and practices.

This lack of comprehensive and systematic coordination, either by the Office of the Superintendent of Public Instruction or by district central offices does little to meet our students' multicultural/global education needs. Nor does it offer a fertile environment in which multicultural/global education will flourish and grow. In such a situation when the vocal advocates leave the scene, so might multicultural/global education. Furthermore, sporadic efforts here and there may indeed show a definite trend in favor of statewide activity but, left to chance, its implementation might not occur as it should.

Efforts such as Tacoma School District's International Baccalaureate Program at Foss High School, Northshore School District's Inter-TIE Project, Seattle's effort to implement an International High School, Bainbridge School District's 10-week global education training program and the many other efforts conducted by other educators, community groups and agencies need to be implemented under a comprehensive and coordinated statewide policy and plan. And, certainly, this should be done with the involvement and cooperation of the several university and college global education programs.

MULTICULTURAL/GLOBAL EDUCATION: A PARTNERSHIP OR A DICHOTOMY?

For a number of educators, especially those who have been involved in multicultural education, global education poses a problem to what they have achieved and for what they are working. Global education, it is asserted, allows the majority community (Caucasians) to learn about different cultures without having to deal with the real issues of intercultural contact - discrimination and racism. Also, because global education focuses on global problems and issues, it ignores or detracts from domestic ethnic problems and issues which are still not resolved. Thirdly, the leadership for global education comes primarily from the Caucasian community making the global education effort highly suspect to minority educators and community members. Finally, there is some fear that global education will produce an elite group of students with the skills to manipulate cultural and national groups for imperialistic purposes.

For other groups of educators, some of whom are multicultural education advocates and proponents, global education is viewed as the logical extension of multicultural education sharing the same concerns and objectives.

The concerns that are shared include:

(1) the political, social and economic disenfranchisements of minorities by Anglo majorities here in the United States and abroad;

(2) the treatment of the people of color in textbooks and in the press;

(3) the use of power by the system and resultant institutional racism and discrimination against minorities;

(4) survival of the American society in terms of its ability to work with people of color; and

(5) resolution of intercultural problems and issues through peaceful means.

Multicultural and global education efforts also share many of the same objectives in their implementation. These include:

(1) both strive to teach students to value cultural pluralism and diversity as an enriching experience;

(2) both teach students about the complexities of pluralism;

(3) both attempt to impart to students human relations skills which facilitate intercultural communication and contact; and

(4) both desire to move students from approaching life and its diversity from a monocentric perspective to one of multiple perspectives.

The initial considerations reviewed here, no doubt, underlie the rationale for the definition of multicultural education given by the National Committee on Teacher Education (NCATE, 1977):

> Multicultural Education is preparation for social, political and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions.

Aside from these pressures requiring multicultural/global education is the increasing attention being given to the prevention of nuclear war. There are expanding movements for peace and a growing number of "peace and justice" courses. It is imperative that related information and instruction be presented within a global education context lest it be done from solely an American-centric perspective.

III. Potential Consequences If the Multicultural/Global Education Issue is Left Unattended

School districts have three choices regarding multicultural/global education. They can ignore it, delay it or respond to it now acting with urgent concern for its student and the future of Washington State. If a district elects to exercise either of the first two options, a number of consequences will be felt both within the near and wide far future.

Perhaps most immediate is the interaction among students in those districts which have a significant number of minority students. Given the fact that the majority of new minority students are likely to be immigrants or refugees, the potential for intergroup misunderstanding, conflict and/or anti-ethnic feelings to occur becomes very real. The teaching of multicultural/global education can contribute to the establishment and maintenance of harmonious relationships between the different student groups.

Denying students the opportunity to develop a multicultural/global education perspective on both global and local (related or intercultural affairs) issues and problems will worsen their readiness for functioning in a complex, ethnically-pluralistic environment. Without the attitudes, knowledge and skills to cope with this environment the students will find themselves limited in their social and employment opportunities and their judgment and decision-making skewed by their own narrow parochialism.

Some of these same students will eventually become our leaders in the public and private sectors. If their ethnocentric blindness is perpetuated, it can be assumed that our national posture will reflect this. National policies and practices infused with this ethnocentrism can only further aggravate our economic, political, scientific and cultural impotence abroad. Accordingly, we can never hope to develop the citizenship or leadership necessary to address the global problems of poverty, hunger, militarization and centralization of economic power if we do not educate our children about these issues and how they should be resolved from a multiple-perspectives approach.

This problem could become particularly acute in the area of international economics and commerce. With the state, we simply will not be able to attract the industries we hope to bring here if we cannot provide workers who have the necessary skills. Examples range from high-technology businesses needing executives with a broad background to service industries needing workers who can relate to tourists and visitors from abroad.

Multicultural/global education begins with exposing our students to the realities of our global and local environment. The materials and resources utilized in the classroom must be presented with accuracy and fairness. The lack of multicultural/global education training, readiness, programs and perspectives allows materials that may distort reality to be potentially used. Earlier and more recent studies on the impact of texts and other materials on attitudes of our students should cause us to be alarmed at the possible consequences of using materials not reviewed for bias and/or distortion. The use of the materials without bias review and without preparing the students properly could do more damage than not teaching multicultural/global education in the classroom.

Lastly, it must be emphasized that we who will be citizens in the 21st Century will need to adjust our thinking to the "we" rather than the "me" orientation. Global interdependency - economically and politically - constrains us from thinking that we alone can act in coping with the new realities. Global interdependency highlights the complexity and richness of the differences in our cultures and experiences. These dimensions in our lives, now and more so in the future, cannot and should not be hidden from our students. Our students must be made aware of this and be equipped to deal with it. To this end, multicultural/global education is vital for our students' and our nation's survivability and prosperity in the future.

IV. Recommendations and Suggestions for Resolving the Multicultural/Global Education Issue

The following recommendations and suggestions are offered:

K-12 SCHOOL DISTRICT IMPLEMENTATION:

1. Multicultural/global education should become a priority for development and implementation in K-12 schools across the state; infused in all subject areas and at all grade levels.

2. The SPI should provide leadership in the development, duplication, and dissemination of multicultural/global education materials and encouraging and assisting school districts in its implementation.

3. Teacher training in multicultural/global education should include content and methodology for all subject areas and grade levels.

4. The multicultural/global education effort should generate districts' central and building administration awareness and support to ensure systemwide adoption and implementation.

5. A model multicultural/global education project and program should be set up and given considerable publicity.

6. Textbooks should be evaluated for multicultural/global education perspectives.

7. Funding for multicultural/global education should be sought from internationally involved businesses (done with caution) and the state legislature.

LINKING MULTICULTURAL AND GLOBAL EDUCATION:

8. A global education workshop should be held with and for multicultural education developers, practitioners and leaders to initiate a continuing dialogue between multicultural educators and global educators.

9. Global education advocates should and must strive to achieve an ethnic balance in the leadership for global education.

10. Global education practitioners should be made aware of and trained in the use of multicultural education materials and approaches in their instructional efforts.

GENERAL AREAS:

11. The public, especially the ethnic minorities, should be made aware of multicultural/global education and their support should be generated.

12. Textbook publishing company representatives should be invited to attend multicultural/global education meetings, conferences and other types of similar convocations to educate them to local teacher needs. In turn, they can educate their companies about local teacher textbook needs.

V. MULTICULTURAL/GLOBAL EDUCATION RESOURCES

A. LOCAL RESOURCES

1. University of Washington Resource Centers

East Asia Resource Center
302 Thomson Hall DR-05
University of Washington
Seattle, WA 98195
(206) 543-1921
Coordinator: Mary Bernson

Near East Resource Center
219 Denny Hall DH-20
University of Washington
Seattle, WA 98195
(206) 543-7236
Coordinator: Charlotte Albright

Russia and East European Area Center
504 Thomson Hall DR-05
University of Washington
Seattle, WA 98195
(206) 543-4854

South Asia Resource Center
303 Thomson Hall DR-05
University of Washington
Seattle, WA 98195
(206) 543-4800
Coordinator: Pat Emerson

2. K-12 Multicultural/Global Education Projects

Inter-TIE
Steve Jones
Cascade High School
Casino Road
Everett, WA 98203
(206) 342-7500

International Baccalaureate
Henry Foss High School
2112 South Tyler
Tacoma, WA 98405
(206) 752-9200
Principal: Charles V. D'Hondt

Project REACH
Arlington School District
135 South French Avenue
Arlington, WA 98223

Seattle's Children Museum
117 South Occidental
Seattle, WA 98104
(206) 624-6191
Education Coord: Marcia Migdal

ESD 105 Multicultual/Global Education Committee
33 South Second Avenue
Yakima, WA 98902
Coord: Bridgett Lambert-Cullerton

K-12 Training Program/Pacific NW International/Intercultural Ed. Consortium
c/o Pacific Lutheran University
Office of Education
Tacoma, WA 98447

3. University Programs

Office of International Education
Pacific Lutheran University
Tacoma, WA 98447
(206) 535-7628
Dr. Anne Kelleher, Director

Global Education Curriculum Project
Seattle University
Seattle, WA 98122
(206) 626-5479
Dr. Tom Trebon, Director

4. Local Agencies

Foreign Consulates in Seattle

World Affairs Council
Jill Severn, Director
405 Olive Way
Seattle, WA 98101
(206) 682-6986

World Without War Council
Barry Goren, Director
1514 N.E. 45th
Seattle, WA 98195
(206) 523-4755

United Nations Association of Seattle
Coordinator: Carol Goldenberg
1314 N. 43rd, Room 207
Seattle, WA 98105

World Concern
Box 33000
Seattle, WA 98133
(206) 546-7285

Women's International League for Peace and Freedom
1126 Smith Tower
Seattle, WA 98104
(206) 324-9291

B. NATIONAL RESOURCES

1. Global Perspectives in Education, Inc.
218 East 18th St.
New York, N.Y. 10003
Contact: Patricia Margolf, Program Assistant

2. Global Education Associates
552 Park Avenue
East Orange, NJ 07017
Contact Person: Terri MacKenzie, Director, School Programs

3. Center for Teaching International Relations
University of Denver
Graduate School of International Studies
Denver, Colorado 80208
Contact Person: Helen Sims, Publications

C. RECOMMENDED PUBLICATIONS

1. Washington's Window on the World: A Directory of World Affairs Organizations and Institutions in Washington State

Order from: World Without War Council
1514 N.E. 45th Street
Seattle, WA 98105

price: $8.95

2. The Global Yellow Pages

Order from: Global Perspectives in Education
218 E. 18th St.
New York, NY 10003

price: $7.50

"Toward the year 2000"

A discussion and examination of critical education issues and strategies related to Washington State's preparation for entry into the 21st century and its increasing multi-ethnic population

Articulation Paper No. 5

Multicultural/Basic Education

This document is a report of a discussion group on the above listed topic at the "TOWARD THE YEAR 2000" symposium on multicultural education issues for the 1980s and 1990s. The symposium was held February 23, 1983, at the Battelle Institute in Seattle, Washington.

This report represents the experiences, expertise and views of several individuals concerned and involved with this issue. This articulation paper attempts to focus on the following:

- what this issue is about and why it must be addressed by the education system;
- what the potential consequences are if this issue is not addressed; and,
- recommended and suggested strategies and resources for the educator to utilize in responding to the issue.

The purpose in making this articulation paper available is to make educators aware of this issue and to assist them in responding to it.

There are a total of eight articulation papers in this series.

For additional copies or copies of the other papers, contact:

The Office for Multicultural/Equity Education
Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504
(206)753-2560 or scan 234-2560

MULTICULTURAL/BASIC EDUCATION

Prepared by

Gene Canque Liddell

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Dr. Paul Diaz
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Multicultural Education Coordinator
Federal Way School District

Ms. Shirley Walthall
Teacher
Everett School District

Mr. Calvin Kam
Teacher
Spokane School District

Ms. Teresa Hunter
Teacher
Spokane School District

Mr. David Koyama
Teacher, Olympus Northwest
Bellevue School District

Discussion Facilitator:
Gene Canque Liddell
Program Supervisor
Superintendent of Public Instructio

"TOWARD THE YEAR 2000" MULTICULTURAL SYMPOSIUM

TOPIC: MULTICULTURAL/BASIC EDUCATION

Prepared by: Gene Canque Liddell

Introduction

This articulation paper addresses the topic of Multicultural/Basic Education. In attempting to identify the issues, consequences and strategies for multicultural education, the discussion group participants were guided by the following five focus areas:

- Preparing students for Washington State's and the nation's ethnic diversity
- Need for basic functional skills in a pluralistic society
- Confusion over the role of multicultural education in K-12 curricula
- Multicultural education as a part of effective schools
- Proactive strategies to clarify the relationship between multicultural education and basic education and how to integrate it into all aspects of the school environment

What hard data (statistics, reports, etc.) exists to substantiate the criticalness of this issue?

We live in a pluralistic society. As we move toward the year 2000, we face increasing diversity in many aspects of our lives. Alvin Toffler, author of Future Shock and The Third Wave talks about the "de-massified society" in the work force, production, communication, ethnicity, family and politics. A new kind of social order, no longer a mass society, but a high-change, high-diversity, de-massified civilization is the emerging America says Toffler.

The population of our nation and of our state reflect this demassification in the increasing ethnic diversity of the people. According to the 1980 Washington State census, the Hispanic population increased 69%, the Black population increased 48%, the Native American population increased 42%, the Asian population increased 33%, and the White population increased 16%. There are 119,734 Hispanics, 105,544 Blacks, 60,771 Native Americans, 102,503 Asians and 3,777,296 Whites in Washington State today.

The state's geographic location on the planet, its unique natural resources and culturally diverse population make it strategic to the changing world conditions of today. This worldwide transformation is marked by the decline of the industrial society to industries based on information and high technology skills.

This new kind of social order marked by high-change and high-diversity at many levels has vast implications for our educational system. The question, "What are schools for?", must continually be asked and clarified by the citizens of this state. According to the Washington State Board of Education, the mission of the public schools is ". . . to assure learning experiences to help all children develop skills and attitudes fundamental to

achieving individual satisfaction as responsible, contributing citizens." It is critical that educators provide learning experiences to meet the needs of our ethnically diverse school population.

These children in the public schools reflect our state's ethnic diversity. According to the State Office Superintendent of Public Instruction's 1982 enrollment report, Asian, Black, Hispanic and Native American students make up 13% of the student enrollment. In 1970, approximately one half of the 300 school districts in the state had no minority student enrollment. Today only 10 of the 300 districts in the state report a white only student enrollment. Some projections indicate that by 1990, over 30% of the student population will be made up of students of color.

The drop-out rate of these enrolled ethnic minority students are significantly higher than the majority students. These students who dropout are not completing the schooling required in our present public education school system. The importance of a high school education for employment in our society is critical. The minority students who drop-out or are pushed out of school are not only failing to acquire the basic academic skills of reading, writing, and computing, but are not prepared to utilize their individual talents in a high-change, high-diversity de-massified civilization. The rate at which Indians drop-out of public schools in Washington State is particularly appalling. In 1970 the state office of Superintendent of Public Instruction reported that Indian students have a 63% drop-out rate. Present estimates of Indian high school non-completion in this state range from 39 to 85 percent. According to the U.S. Department of Labor, the drop-out rate for Indian students are twice the national average. Other significant surveys reveal that approximately 45% of the Spanish speaking population between 42-25 years of age have not completed high school. In addition to these drop-out figures, there is unequal representation of minority students who are disciplined and suspended from school.

Ethnic minority students are consistently under-represented in high level mathematics courses; courses that are critical filters to the high technology careers that mark toward the year 2000 growth. In 1982, the National Council of Teachers of Mathematics prepared and presented four research papers that articulate these students underrepresentation and inadequate preparation in mathematics: "The State of the Art of Native American Mathematics Education", "Blacks in Mathematics", "Hispanic Students and Mathematics", and "Women and Mathematics". All of these papers emphasize the social significance and educational importance of the full participation of minority students in mathematics and the mathematical sciences that meet the demands of our information society and the fulfillment of becoming fully recognized and contributing citizens of our nation.

What do you see as factors creating or contributing to this issue?

The basic education delivery system reflects an industrialized society that emphasized uniformity and mass production. Resistance to change to the needs of the present information and technological society is evident in the entire educational system. Basic education is delivered as though all students are culturally and linguistically the same. This pressure toward uniformity by means of standardization, mass education, and monlinguistic education is present at the national, state and local levels. Classroom teachers model the behavior of the university training and majority culture, thus perpetuating the vicious cycle of assumptions about minority groups. These inaccurate and often demeaning assumptions continue to manifest itself in differential treatment of minority students.

Ethnic minority students are viewed as deficient or difficult, rather than different or culturally diverse. Teacher attitudes and expectations of ethnic minority students were studied by the National Institute of Education; these studies document the negative attitudes and interactions of teachers toward ethnic minority students. These attitudes imposed upon students gradually distort their own perceptions about themselves until stereotypes and myths about minorities are accepted as reality. Instead of rejecting racial or national origins, we should take pride in our differences. There is widespread misunderstanding and distortion in the minds of educators regarding cultural diversity. There is confusion about the role of multicultural education in the K-12 curricula. Some of these myths include: 1) The primary goal of multicultural education is to "help" minority students, 2) Multicultural education should only be implemented in schools with high minority student populations, 3) Multicultural education is primarily the interest and responsibility of minority educators, 4) Multicultural education is a separate discipline or curriculum area, which has to be "added on" to the "regular" curriculum, and 5) Multicultural education is a "frill" which competes for time and money with "basic education".

The differential treatment that occurs as a result of these myths causes a great loss of human potential, individually and as a nation. The extremely high percentage (99% in many school districts) of white classroom teachers who have limited knowledge, experience, and pride in cultural diversity adds to the feelings of inadequacy and lack of minority role models for students.

Teacher training programs in our state do not systematically prepare classroom teachers toward understanding and taking pride in our nation's cultural diversity. The real issues of institutional racism are not addressed. Multicultural education is either fragmented or non-existent in our state's institutions of higher education. As a result, educators have misconceptions about multicultural education as an integral part of the curriculum for <u>all</u> students. Project REACH's surveys conducted in predominantly white school districts over the past five years have consistently revealed low levels of knowledge and high levels of social distance to people of color. Few administrators and teachers had any preparation, either professional or personal, for dealing with multicultural issues.

Curriculum materials and learning experiences planned by these educators consequently do not reflect or support minority experiences. The contributions and experiences of minority citizens are frequently distorted, trivialized, or omitted from the textbooks and learning resource materials. Prior to the 1970's, the majority of these curriculum materials were written by white authors, edited by white editors and published by white publishers. They, therefore, reflected a white point of view, rather than the realities of our culturally diverse society. This Eurocentric perspective prevails in both the content and the delivery system of our schools today. Given these standards, students reflect the misconceptions and misunderstandings of different cultures. Dr. James A. Banks of the University of Washington has documented the research regarding the need for reforming the total school environment in order to promote equity for all students. These variables include 1) the formalized curriculum, 2) teacher attitudes and expectations, 3) the school culture and hidden curriculum, 4) learning styles, 5) community participation, 6) counseling and testing program, 7) teaching styles.

The federal government's low priority of education, in general, contributes to a national feeling of low esteem for educational needs. The block grant program sets up all educational programs to compete against one another rather than emphasizing quality education for all children. Legislation for groups that are discriminated against because

of institutional racism is often viewed as special privileges for the minorities. These are factors that contribute to the pressing need for multicultural education for all children.

What do you see as some probable consequences if this issue is left unattended by the education system?

Without multicultural education, all students will continue to grow up with misconceptions, misunderstandings and negative feelings about peoples and cultures that are different from their own. Stereotypes and myths about minorities and women will be accepted as reality. Curriculum will continue to not meet the needs of culturally diverse students. Ethnic minority students will continue to drop-out of the present education system. The myths about multicultural education will be perpetuated. Diversity will continue to be viewed as a problem, rather than an opportunity.

Failure to move positively toward multicultural education will lead to greater stress in the educational setting, making it increasingly difficult for students to achieve the basic education objectives. Students, minority and majority alike, will have fewer options to gain, not only the basic academic skills necessary for our present technological society, but also the human relation skills required by an even more diverse society.

The emerging high-change, high-diversity America will have major shifts in employment patterns. The worker who accepts technology and is willing to acquire the skills for the jobs of the future is far more likely to be employed than the worker who fights the technological society. The student who enrolls in and completes higher level mathematics and mathematical science courses will have more options for gainful employment. Minority students need to be encouraged to enroll and achieve in these courses, otherwise the creation of an educated elite paralleling racial and sexual lines could result.

Racial conflicts in the schools, community and nation will escalate if the real issues of institutional racism are not addressed. Our nation will continue to use the strategies effective for an industrialized society. Other nations will take the initiative in providing employment for our citizens. The state of our Union will continue to serve the needs of big business and elitism will result. Laws, not justice will prevail.

What suggestions, recommendations or alternatives would you make to the education system and/or community in terms of responding to the issue?

The real issues of institutional racism need to be acknowledged. People cannot continue to be subordinated because of their color. Educators need to continue to meet together and share ideas in an inclusive, supportive manner. Diverse educational needs must be addressed to fit the individual human being rather than groups of people based on past assumptions. Terminology must continually be clarified in order that educators understand the effects of stereotyping and myths about minorities. Quality education and the acquisition of marketable skills need to be emphasized for all students. Multicultural education <u>is</u> basic education.

Multicultural goals and objectives should be infused into the entire scope and sequence of the basic education curriculum. Curriculum materials need to be culturally relevant to all students. Stereotypes need to be removed from textbooks, learning resources and all other media. Educators need to understand the necessary relationship between multicultural education and effective education. The Effective Schools Study

states that ". . . every school must believe that all children can learn and that all teachers and administrators can help them. Nothing less is acceptable. Most important, this expectation must be conveyed to students."

Teacher training programs need to include multicultural education as a part of the basic education curriculum. Educators need to understand that the effects of discrimination are not only educational, but also economic, legal, cultural, psychological and political. The appalling drop-out rate, particularly of Indian and Hispanic students must be studied in the realm of our current basic education delivery approach. The educational delivery system needs to be multicultural. Cooperative rather than competitive education processes need to be actualized. Teacher training programs should include classroom interactions in addition to content areas. University teachers should model multicultural processes that value cultural diversity rather than mass production schooling.

Educators need to understand that while people of color are a minority in our nation, they are a vast majority of the world's population. The global implications of a sound educational system has economic and political implications for all of us.

Educators must continue to demonstrate the close relationship between multicultural education and global education. We cannot afford to ignore issues of cultural diversity within our nation nor between nations. The priorities for planetary survival are the same.

The present educational system must reflect our current information and technological society. All students need to develop and practice higher level critical thinking skills. Students are being bombarded by information and the current educational system is on overload. A new design that acknowledges our high-change, high-diversity, de-massified society needs to be in place. Toffler suggests that we need to invent new local, national and even international arrangements for managing conflict, for resolving disputes and for turning "zero-sum conditions into non-zero sum cooperative arrangements." He believes that the more diverse we become, the more de-massified the society, the more individuality is possible. Educators cannot afford to continue to re-create the monolithic character of yesterday's mass society. Comparative studies that are cross-cultural need to be pursued in the following areas: education, law, political science, economics, languages and linguistics. Parents need to be included in these new educational designs.

A Multi-Cultural Commission or a Multi-Cultural Education Association should be formed to address these pressing educational issues. This group could have political visibility in addition to the critical inclusive, supportive exchange of ideas. Public visibility of the positive student outcomes can be increased; effective schools with pro-active multicultural strategies with all students achieving at their maximum potential can be recognized. Pride in our state and nation's cultural diversity can be modeled. Quality staff development inservice programs can be offered by multicultural education teams to the present subject areas in the school's curriculum.

Multicultural/Basic Education must be a basic priority for all persons in our state and nation. Excellence in the basic skills areas must be recognized as a high priority for people of color; multicultural skills must also be a high priority for all educators if the goals for the common schools are to be achieved.

What resources (projects, materials, consultants, etc.) could be utilized by districts to respond to the issue?

PROGRAMS

Rainbow Program

Contact: May Sasaki
Seattle Schools
587-6402

An excellent human relations and multicultural activities program for elementary grades. The training provides a positive perspective to help teachers deal with cultural pluralism in the classroom.

Project REACH

Contact: Gary Howard
Arlington School District
435-9770

A state validated multicultural education program designed for infusion into the junior high/middle school social studies curriculum. The REACH training model has been effective in stimulating K-12 multicultural curriculum development.

Multicultural Inservice Training Project (MITP)

Contact: Al Smith
WEA
941-6700

A professional development program designed in conjunction with the Northwest Regional Lab, which provides a comprehensive and indepth exposure to several key areas related to multicultural education. The eight training components can be offered individually or as a complete package.

Coos County Education Service District Program

Contact: Indian Ed, Coos Cnty ESD
1350 Teakwood
Coos Bay, OR 97420

Summer Camp Program:

1) To extend schooling experience
2) To help the student excel in academics
3) To break down stereo types
4) To widen experience
5) To widen perspectives
6) To have a program where children don't lose their identity in order to succeed

Highline's Indian Tutoring Program

Contact: Indian Tutoring Program
Highline School District
Cathy Ross, Director
15820 6th SW
Seattle, WA 98166

Tutoring Program: Uses paid high school students, college students, and certified teachers to work on a one-to-one basis with elementary or secondary students who need help in reading or math. Before tutors are allowed to work with their students, they must pass a mini-course in teaching techniques and Native American culture.

Sitka Native Education Program

Contact: Sitka Native Ed Program
PO Box 4556
Mt. Edgecumbe, AK 99835
(747) 8105/8561

Tutoring/Recreation/Work Experience/Counseling/Transportation/Language/Culture: The Sitka Native Education Project is an example of a project that receives funding from both the Indian Education Act Title IV and Johnson O'Malley to run a single education program. It is an example of well-coordinated efforts reaching the cultural and academic needs of students without duplicating services.

Nebraska Native American Student Congress

Contact: Janna Ashley
301 Centennial Mall South
PO Box 94914
Lincoln, NB 68509
(402) 471-2757

Youth involvement: A state-wide organization has been developed in Nebraska known as the Nebraska Native American Student Congress. It was developed to assist both secondary and post secondary students. The purpose of the organization is to stimulate youth involvement in educational planning and to assist in meeting such needs as student personal goal development, student leadership, career motivation/development and communication skills.

The Fishing Industry Specialization (FINS) Program

Contact: FINS
Dr. Paul Avery, Supt.
LaConner School Dist 311
Box D
LaConner, WA 98257
(206) 4661-3171

Drop-out program: The FINS Program is a two-year course of study leading to: 1) earning a high school diploma or passing a GED test, and 2) receiving a certificate of competency for an entry-level fisheries job. The six courses offered through FIINS are: Basic Skills I (English), Navigation (Math), Marine Education (Science), Marine Voc-Tech Electives, and Practicum. The curriculum design for FINS courses emphasizes the mastery of academic skills through instruction that is immediately relevant to making a living at sea. The at-sea time unit takes a student out on a commercial fishing boat for forty hours of instruction and assignments.

MATERIALS

Multicultural Access Project (MAP)

Contact: Val Carlson
Bellevue School District
455-6011

For a district that is already implementing multicultural education, this collection provides a wealth of resources, bibliographical references, films, guest speaker suggestions, all organized by ethnic group and designed to assist in the integration of multicultural concepts and materials throughout the curriculum.

Contact: Ethnic Heritage Directory

Contact: Jean Coberly
Seattle Public Library
625-2665

This two-volume set provides access to a wide diversity of ethnic information and organizations, mostly in the greater Seattle area. The second volume includes a sample Native American teaching unit.

References

Banks, James A., Professor of Education and Chairman of Curriculum and Instruction, University of Washington, Language, Ethnicity, Idealogy and Education, September, 1982.

Bradley, Claudette, Cambridge, Massachusetts, The State of the Art of Native American Mathematics Education, February, 1982.

Fennema, Elizabeth, University of Wisconsin, Women and Mathematics: State of the Art Review, February, 1982.

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Reyes, Joyce, A Testimonial Response prepared for House of Representatives, Committee on Education and Labor, Entitlement Grants Under the Indian Education Act.

Toffler, Alvin,The Civil Rights Quarterly, Perspectives, Summer, 1982.

Valerde, Leonard A., University of Texas, Hispanic Students and Mathematics: Research Findings and Recommendations, February, 1982.

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"Toward the year 2000"

A discussion and examination of critical education issues and strategies related to Washington State's preparation for entry into the 21st century and its increasing multi-ethnic population

Articulation Paper No. 6

Effective Schools Within A Pluralistic Society

This document is a report of a discussion group on the above listed topic at the "TOWARD THE YEAR 2000" symposium on multicultural education issues for the 1980s and 1990s. The symposium was held February 23, 1983, at the Battelle Institute in Seattle, Washington.

This report represents the experiences, expertise and views of several individuals concerned and involved with this issue. This articulation paper attempts to focus on the following:

- what this issue is about and why it must be addressed by the education system;
- what the potential consequences are if this issue is not addressed; and,
- recommended and suggested strategies and resources for the educator to utilize in responding to the issue.

The purpose in making this articulation paper available is to make educators aware of this issue and to assist them in responding to it.

There are a total of eight articulation papers in this series.

For additional copies or copies of the other papers, contact:

The Office for Multicultural/Equity Education
Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504
(206)753-2560 or scan 234-2560

EFFECTIVE SCHOOLS WITHIN A PLURALISTIC SOCIETY

prepared by

Warren H. Burton

Discussion Group Members:

Dr. Richard Andrews, Chairperson, Educational Administration, College of Education, University of Washington

Mr. Roger Barron, Director, Proyecto Saber, Sealth High School, Seattle School District

Mr. Alan Goodin, Manager, Dunlap Spice Program, Seattle School District

Ms. Sylvia Odom, Teacher, Highline School District

Mr. Anthony Orange, Staff, School Integration Services, Seattle School District

Dr. Marie Ramirez, Director of Comparative American Cultures, Washington State University

Mrs. Willie Stone, Principal, Alternative High School, Pasco School District

Discussion Facilitator:

Mr. Warren H. Burton, Director, Office for Multicultural & Equity Education, Superintendent of Public Instruction

EFFECTIVE SCHOOLS

1. The following "hard" data (statistics, reports, etc.) exists to substantiate the criticial state of this issue:

   There is research data for the Effective Schools movement within the context of a given group's definition. Much depends on one's philosophical base.

   We believe that there is a great need for research in the affective domain as well as in the cognitive domain. Obviously, there is an imbalance in educational research between the two domains in favor of the latter. A major question is: "Why isn't affective educational research being accomplished?" There is considerable information about teaching styles and, more importantly, learning styles. (We believe that students should be aware of a variety of teaching styles.) There is a difference in the literature between theory and practice. The Effective Schools movement appears to be related to "inner-city" education and seems to be another educational fad for "solid" and affective education.

   References mentioned were:

   1. Cultural Issues in Contemporary Psychiatry, Smith, Kline & French.

   2. Dr. James Banks' newest book, Multiethnic Education: Theory and Practice, Allyn & Bacon, Inc.

   3. Al Smith's doctoral dissertation related to professional preparedness for multicultural education at the elementary level.

   It is ironic that the Seattle School District's Effective Schools program seems to be the only program including multicultural education.

2. The factors creating or contributing to this issue are complex. The significance of political problems and control based upon power in a given community is increasingly clear.

   Other factors are a lack of knowledge/ignorance of:

   - environmental factors
   - cultural conditions
   - structure of language

- communication styles
- living styles
- relational patterns
- cultural value system

Public schools tend to display socialization patterns reflecting dominant white middle class values. It is difficult to cope with this since other cultures are viewed as substandard. There is an overwhelming need to educate the white majority for our schools are controlled by the white lower-middle classes expecting upward mobility and symbolizing a corporate and athletic "jock" syndrome.

Educators have isolated themselves from the science of physiology and social sciences such as psychology and sociology.

There is a lack of multicultural infusion and "how to do it" skills. There is a lack of recognizing "what is" which is, in reality, multicultural education and not miseducation which is, in reality, ignoring the principles of positive and sound education.

3. We see the following consequences if this issue is not addressed by the education system:

   - The continued imposition of the dominant philosophical system upon minorities.

     (The price is too high to pay! OR The price to pay is too high!)

   - There will be human relations problems such as:

     - An inability for minorities and whites to deal effectively in society.

     - Increased misunderstanding of non-whites and whites.

     - An increasing need for a support system for implementing changes.

     - The middle class of American Society will become more polarized into rich/poor, right/wrong, worthy/lazy, tax paying/tax burden groups and conflict outside of the system may result if we do not close the gap between the "Old Boy System" of W.A.S.P. and racism dominating all minorities and cultures. In short, America will become more of a class society exhibiting sameness and a stock market mentality.

     - The present education system continuing to waste human resources.

4. The following are suggestions, recommendations or alternatives:

   . Pre-selection of teaching, counseling and administration candidates based upon whether they are "good" for education and not because they choose to be teachers, counselors and administrators.

   . Increased emphasis upon staff role models for all races at all levels - affirmative action in employment policies and programs.

   . Full implementation of interdisciplinary subject matter.

   . Self-analysis of one's culture.

   . Multicultural guidelines for development of computer software.

   . Involvement of parents in pre- and in-service programs.

   . More use of research information.

   . Increased administrative, positive philosophy and expectations for all children and especially minority children.

   . Inclusion of multicultural education in basic education. (Basic education should be multicultural education.)

   . Continuance and expansion of technical assistance including the development and dissemination of curriculum materials for implementation.

5. There are a number of resources which can be utilized by school districts in order to respond to the issue.

   . Colleagues in the state's public and private institutions of higher education such as: Dr. Richard Andrews and Dr. James Banks (University of Washington); Dr. Robert Ford (University of Puget Sound); Dr. Maria Ramirez and Dr. Toshio Akamine (Washington State University).

   . Colleagues in the community college system.

   . Participants in the various networks.

   . Seattle Area Mental Health Network

   . Lowell School Model, Seattle School District

- Highline School District Inservice
- Seattle School District Inservice
- Bellevue School District Inservice
- Various related inservice training programs and curriculum projects.
- SPI (Office for Multicultural and Equity Education)

EFFECTIVE SCHOOLS POLICIES

Approved by Seattle School Board April 28, 1982
(An update of pages 24-27 Effective Schools Seminar Report)

School Board Goals

It is the policy of the Seattle School Board to provide direction to the superintendent through the annual adoption of goals and priorities for the school district. Such goals and priorities shall be adopted each year in time to provide direction to budget planning and administrative preplanning for the following school year.

Effective Staff

It is the policy of the Seattle School Board to place an effective teacher in every classroom, an effective principal in every building, and an effective staff member in every district position.

Staff Training

It is the policy of the Seattle School Board to assist staff in upgrading skills by providing opportunities for continuous professional and technical growth consistent with board goals and priorities adopted annually.

High Expectations

It is the policy of the Seattle School Board for the board, the administration, teachers, students, staff, and public to develop high expectations of themselves and the Seattle School District. Teachers' high expectations for students' performance is of utmost importance in achieving academic excellence for each individual student.

Testing Program

It is the policy of the Seattle School Board to utilize a variety of educational measurement and assessment processes and to provide for the administration of tests at the appropriate grade levels. The district's testing program shall provide an opportunity for students to be measured fairly and impartially. No school or program shall be exempt from the district testing program.

Diagnostic tests will be used to assist in measuring student attainment of the district curriculum; national achievement tests will be used at selected grade levels to measure the achievement of Seattle students against national norms.

Early Identification of Student Learning Needs

It is the policy of the Seattle School Board to identify student learning needs at the earliest possible time and to provide enrichment, remediation and/or appropriate intervention to meet these individual needs.

Course of Study Adoption

It is the policy of the Seattle School Board to adopt and implement a broad course of study designed to serve the needs of students in this urban, diverse community. No course of study or course shall be added or eliminated without approval of the board nor shall any basic alteration or reduction of a course of study be made without such approval.

Development and Implementation of Curriculum

It is the policy of the Seattle School Board to assure consistency and continuity in the development and implementation of curriculum; to provide central direction; and to hold the teaching and supervisory staff accountable for the implementation of the curriculum. To this end, the same basic program will be taught in each school in the same grade in each subject area.

Instructional Objectives

It is the policy of the Seattle School Board that instructional objectives be provided to specify desired outcomes for all courses of study K-12 in the Seattle Public Schools; that certain basic objectives be targeted for mastery by each student; and that the staff be held accountable to teach to the prescribed objectives.

Teaching Methods

It is the policy of the Seattle School Board to encourage and support a variety of teaching methods which promote and implement the stated curriculum of the Seattle Public Schools. The variety shall be provided through special schools and programs featuring distinct teaching methods; creative utilization of staff in a particular school to provide a variety of teaching methods; and creative utilization in individual classrooms of a variety of strategies to help students learn.

Student Mastery of Basic Skills

It is the policy of the Seattle School Board to provide intensive intervention to those students who have not mastered the basic skills, with a goal of raising the achievement of those students to grade level.

Multicultural Curriculum

It is the policy of the Seattle School Board that all ethnic groups in the Seattle community be represented in the district curriculum. Content regarding the history, culture, and achievement of various ethnic groups will be integrated into the instructional objectives. Representation of ethnic groups and gender must be present in textbook content and pictures, on bulletin boards, on murals, in cultural arts activities, and in school activities.

Board-Community Relations

It is the policy of the Seattle School Board to promote programs of community relations involving citizens, agencies, institutions and public bodies; and to encourage the public distribution of appropriate information.

Public Information Program

It is the policy of the Seattle School Board to encourage and support the public distribution of appropriate informational publications.

Communication With Community

It is the policy of the Seattle School Board to promote the educational program through the distribution of appropriate, timely information to staff, citizens, agencies, institutions, and public bodies.

Partnership With Parents

It is the policy of the Seattle School Board to operate in partnership with parents in planning and implementing the instructional program.

Community Cooperation

It is the policy of the Seattle School Board to cooperate with Seattle's various communities--business, academic, religious, arts, volunteers, and ethnic/cultural--as partners in the educational process and as major educational resources.

Use of Volunteers

It is the policy of the Seattle School Board to actively encourage and assist volunteers in all schools, as valuable resources in assisting the instructional program.

"Toward the year 2000"

A discussion and examination of critical education issues and strategies related to Washington State's preparation for entry into the 21st century and its increasing multi-ethnic population

Articulation Paper No. 7
Teacher Readiness In A Complex, Multicultural Education Setting

This document is a report of a discussion group on the above listed topic at the "TOWARD THE YEAR 2000" symposium on multicultural education issues for the 1980s and 1990s. The symposium was held February 23, 1983, at the Battelle Institute in Seattle, Washington.

This report represents the experiences, expertise and views of several individuals concerned and involved with this issue. This articulation paper attempts to focus on the following:

- what this issue is about and why it must be addressed by the education system;
- what the potential consequences are if this issue is not addressed; and,
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Old Capitol Building
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(206)753-2560 or scan 234-2560

Articulation Paper

EDUCATOR READINESS IN A COMPLEX MULTICULTURAL SETTING

This document was developed in consideration of comments shared during the Symposium held February 23, 1983 at Battelle Institute in Seattle. Symposium contributors to this topic area were:

Dr. Toshio Akamine
Education Professor
Washington State University

Mr. Omar Arambul
Coordinator of Youth
Employment and
Training Program
Sunnyside Migrant Student
Records Transfer System Office

Ms. Joan Augerot, Teacher
Seattle School District

Dr. William Bleakney
Personnel Administrator
Mercer Island School District

Ms. Betsy Brown, Teacher
Federal Way School District

Dr. Lillian Cady,
Former Director for Professional
Education
Office of the State Superintendent
for Public Instruction (OSSPI)

Mr. Stan Hughes
Elementary Principal
Evergreen School District

Ms. June Leonard
Board Member
Renton School District

Ms. Lea Madison, Teacher
Oak Harbor School District

Dr. Al Smith
Field Representative
Washington Education Association
(Discussion Facilitator)

The symposium discussion was focussed to five questions and this document is organized around these five questions.

I. WHAT HARD DATA (STATISTICS, REPORTS, ETC.) EXIST TO SUBSTANTIATE THE CRITICALNESS OF THIS ISSUE?

Relevant Washington State Statistics

The OSSPI report entitled School District Enrollments (May 1982) summarizes the following Washington State school district enrollment findings related to school desegregation on the basis of race:

Enrollments in Washington State school districts indicate:

(a) the number of pupils enrolled continues to decline;
(b) there is an increased number, diversity and percentage of minority pupils except for American Indian pupils;
(c) there is a decreased number and percentage of Caucasian pupils;
(d) there is an increase of school districts having multiracial enrollments;
(e) there is a greater diversity of multiracial enrollments (p. 1).

See Tables 1, 2, 3 and 4 for related data.

The distribution of minority pupils in 300 operating school districts indicates that:

American Indian pupils are enrolled in 257 school districts (43)

Asian pupils are enrolled in 239 school districts (61)

Black pupils are enrolled in 201 school districts (99)

Hispanic pupils are enrolled in 249 school districts (51)

The OSSPI report entitled School District Staffing (August 1982) summarizes the following data re Washington State school district staffing:

(a) The number and percentage of minority certificated staff remain low.
(b) The number and percentage of minority classified staff remain low.
(c) One hundred and sixty-four school districts are employing minority certificated staff. This is an increase of six school districts.
(d) One hundred and sixty-three school districts are employing minority classified staff. This is an increase of six school districts.
(e) One hundred and twenty-five school districts are employing minority classified staff. This number remains the same as during the 1980-81 school year.
(f) Twenty-one school districts are employing each category of minority in both certificated and classified staff.
(g) Reduction-in-force is affecting the number of all staff employed, and especially the number of minority certificated and classified staff adversely. (p. 1).

See Table 5 for related data.

Unpublished data by the Bureau of Census presented in the Early Childhood Education Study (Dec. 1981) indicates that on April 1, 1980:

(a) The number of children in Washington State of all races under 5 years of age was 305,859 or 7.4% of total state population.

(b) The number of Caucasian children under 5 years of age was 268,351 or 7.1% of the white population of the state.

(c) The number of Black children under 5 years of age was 10,152 or 9.6% of the state's Black population.

(d) The number of children of races other than Black and Caucasian under 5 years of age was 27,356 or 11.1% of the state's non-Black/White population.

See Table 6 for related data.

Data from the Washington State Department of Employment Security (see Table 7) shows the following for the ten year span of the seventies.

- The Asian population has increased from 1.3% to 2.1% of the state total.
- The Black population has increased from 2.1% to 2.6% of the total.
- The Native American population has increased from 1.0% to 1.5% of the total.
- The Hispanic population has increased from 2.1% to 2.9% of the total.

Whites represented 95.4% of the total in 1970, and 91.1% in 1980.

The Status of MCE in Current Teacher Preparation

In order to provide some consistency for discussion of teacher preparation relating to multicultural education (MCE), the following operational definition is provided.

MCE is teacher preparation designed to assist teachers or prospective teachers in understanding, accepting and appreciating the cultural differences found among individual students in American society. Cultural differences include diverse beliefs, values, lifestyles, histories and/or traditions. MCE emphasizes recognition of cultural biases, skills necessary to create educational environments which contribute to the positive self-esteem of individual students, and interpersonal communication skills.

Teacher training focusing on cross-cultural contact between teachers and students of differing cultural orientations was, until 1977, not found among the accreditation standards of the American Association of Colleges of Teacher Education (AACTE) or the National Council for Accreditation of Teacher Education (NCATE).

In response to the need for more effective teaching strategies for use in multicultural settings, AACTE and NCATE in 1977 developed a set of accrediting standards for multicultural education. The NCATE standards for accreditation view MCE as an intervention and an ongoing school climate assessment process which seeks (1) individual preparation for diverse and complex human encounters, (2) development of individual competencies for perceiving, evaluating, believing and behaving in different

cultural settings, and (3) development of more appropriate institutional and individual responses to the human condition, individual cultural integrity and cultural pluralism.

James (1978) suggested that the developers of these new standards made four basic assumptions regarding teacher preparation and MCE: (1) they concluded that teacher education did not adequately prepare individuals to function effectively in a culturally diverse society; (2) they saw society in the United States as being pluralistic in character and that this pluralism would become an increasingly important factor in the future development of the nation; (3) they viewed educators and educational institutions as playing a critical role in shaping social behavior and that they must assume a professional responsibility for leadership in the development of a multicultural society; and (4) suggested that in line with this MCE role, educators and educational institutions must be evaluated with respect to providing educational experiences consistent with the concept of MCE.

In 1978, the state of Washington mandated that generic standards for state certification of teachers which included reference to undergraduate training for teachers in MCE. Simultaneously, the State allowed teacher preparation institutions five years to specify the learning outcomes each institution would expect of its graduating teachers. (WAC 180-78-130)

Data presented in the Final Report by the Joint Study of Inservice Education (1981) indicated that average professional experience among certificated staff in Washington state was 11.64 years. For the nation as a whole, the National Education Association (NEA) reported the median years of experience among classroom teachers to be 14 years (1982). As requirements for certification have only recently included MCE, the average schoolteacher in the state of Washington and the nation has not had MCE as a requirement in their preservice training experience.

David Washburn's research of 1982 involved more than 3,000 institutions of higher education concerning bilingual/bicultural teacher education programs and multicultural teacher education programs in the United States, its territories and possessions. About 2,540 institutions responded to the mailed survey representing 84% of all 241 institutions or 9% reported that they were offering bicultural/bilingual education programs. One hundred and thirty-five institutions (5%) were offering multicultural education programs.

Washburn examined existing MCE programs in higher education and reported that (1) these programs tended to be recent (past five years) developments, (2) very few schools offer fully developed programs, and (3) only a small number of prospective teachers were exposed to broadly based, multidisciplinary curricula intended to give them familiarity with social science, i.e., sociology, psychology, etc.

The above suggest that in spite of recent college/university accreditation and state teacher certification attention to teacher preparation needs in the area of MCE, preservice offerings tended to be inconsistent in both content and format. Furthermore, teacher education graduates for the most part

continued to receive little formal exposure to MCE as part of their preservice teacher preparation.

The Educational Testing Service in 1981 provided baseline data for defining the task of preparing teachers expecially in social studies. This study used a national survey of 3000 students in post-secondary institutions. A 101 item multiple choice instrument assessed language background, interests, foreign travel, race and ethnicity, arts and cultures, and world population characteristics. Study results indicated that history majors scored highest on the tests, followed by mathematics, engineering, social sciences and foreign language majors. Education majors scored lowest. These findings suggest that those who will teach in the nation's schools in the next few years apparently know less about the world's cultural diversity than those in other college majors.

MCE As Global Education

James (1978) described the preamble to the new MCE standard as having an international or global dimension. He suggested that the cultural pluralism that characterized American society be viewed as a microcosmic sample of the world's population. World events in 1982 seemed to indicate that the era of U.S. and Western European dominance over international affairs was in decline. A multicultural orientation is essential to this country's transition from dominance to collaboration, cooperation and negotiation with other nations, most of which are nonwhite.

Klassen and Leavitt (1982) presented the following selected indices of our growing interdependence with other nations:

(1) major overseas loans by U.S. banks, as of June 1981, totalled $315 billion broken down geographically as follows: Latin American and Caribbean, $61 billion; Africa, $4 billion; Organization of Petroleum Exporting Countries (OPEC), $23 billion; Asian, $53 billion; and Europe, $174 billion.

(2) The United States is heavily dependent on many countries for minerals crucial to U.S. industry. For example: strontium, 100% on Mexico; industrial diamonds, 100% on Ireland and South Africa; manganese, 98% on South Africa, France, Japan; tantalum, 96% on Thailand, Canada, Malaysia; bauxite, 93% on Jamaica, Guinea, Surinam; cobalt, 90% on Zaire, Belgium, Zambia; chromium, 90% on South Africa, Philippines, Soviet Union.

(3) In 1980, 10 developing countries accounted for 58% or $53 billion of all U.S. exports. These were, in order of sales, Mexico, Saudi Arabia, Korea, Venezuela, Brazil, Taiwan, China, Singapore, Hong Kong and Argentina.

(4) At least one in eight American jobs in 1982 was directly associated with export trade.

(5) U.S. trade with foreign markets has increased at astronomical rates. Between 1975 and 1980, the following increases based on dollars occurred: Africa, increases in exports of 198% and imports of 388%; East and South Asia, up 234% and 291%; Near East, up 145% and 320%; Latin America, up 226% and 230%; Europe, up 164% and 58%.

In consideration of the preceding evidence suggesting limited exposure among contemporary educators to preservice MCE, increasing minority enrollments, and expanding global interdependencies, the importance of inservice education addressing MCE gains in significance. Only less than 10% of the nation's higher education institutions are providing bilingual/bicultural teacher education programs and/or multicultural teacher education programs. Most multicultural teacher education programs are based on traditional college curricula, and very few of them involve direct crosscultural contact, community participation, or multidisciplinary approaches, which are necessary for attitude development.

II. WHAT DO YOU SEE AS FACTORS CREATING OR CONTRIBUTING TO THIS ISSUE?

The following summarize the current reality of MCE in our schools:

(1) Multicultural education is still only an abstract concept, perhaps a noble principle, or a moral statement, and not a well-defined process, (2) multicultural education is yet to have a well-defined body of knowledge, validated theoretically and empirically, (3) traditional curricula of institutions of higher learning are inadequate for guiding the development of attitudes and values, although they are effective for developing knowledge and skills, (4) most teacher education colleges are attempting to achieve multicultural education goals via the infusion model using existing courses rather than relying on specially designated courses concentrating on multicultural education. Lacking effective coordination and management, the infusion model often results in disarray, neglect and confusion. (5) Since multicultural education must permeate throughout the school's curriculum, its focal points are often unclear. It's everybody's responsibility, thus nobody is really responsible, (6) institutions of higher education are under a severe financial condition, tending to discourage innovative efforts.

- Generally, educators are complacent and insensitive to the importance of MCE. It is obvious that the basic assumption is that there is now willingness or receptivity to multicultural education. Do we now have an attitude of openness to new ideas and especially to multicultural education which is not part of the traditional school curriculum nor of the traditional teacher education curricula within the academic setting of a college or university. Colleges are likely to be reactive to the demands of certification and accreditation, rather than to be proactive, by identifying the multicultural objectives on their own initiative, and develop their own curricular solutions. The reactive defensive posture is reinforced especially dramatically under the financial exigency which is a fact of life for most colleges and universities.
- The "New Federalism" of the current administration has education as a very low priority. The recent consolidation of categorical funding into block grants is projected in this state

to totally erase any state or federal impetus toward special needs of youngsters at the local (district) level. These funds are projected to be appropriated on a straight FTE basis by the 1984-85 school year. FTE distribution of block funds will severely hurt districts with disproportionately large numbers of special need students. Note that migrant students, refugees, handicapped and/or poor students are not evenly distributed throughout the state.

- The Back to Basics Movement suggests that public schools have the basic role of providing youngsters with basic skills (math, writing, etc.) and that any departure from this basic mission is incompatible to the function of the public school in our society. Recent articles in national publications as Time and U.S. News and World Report deriding teachers as incompetent and misguided fuel this movement, suggesting that we have lost sight of the public school mission and must get "back" on track. In this context, MCE is frequently seen as an "extra", in addition to or more disturbingly, in contradiction to the basic purpose of public education. The view of global education as an international conspiracy to spread Communism and MCE as part of this conspiracy is a powerful political force in this country today.
- There is a general lack of knowledge among educators of the need for MCE and how to incorporate MCE in their schools. This is further complicated by the fact that MCE is not consistently defined as are other curricular areas, e.g., special education, vocational education, etc. Policy makers and administrators at all levels of education do not see MCE as a high priority. Traditional teacher preparation programs are both inadequate and inappropriate in addressing educator preparedness for our current and future public school communities. Present and past efforts to "infuse" MCE into curricula or make it a required program have generally failed.

III. WHAT DO YOU SEE AS SOME PROBABLE CONSEQUENCES OF THIS ISSUE IF LEFT UNATTENDED BY THE EDUCATION SYSTEM?

Arthur Combs wrote in Phi Delta Kappan in January of 1981 a thought-provoking article titled "What the Future Demands of Education." In that article he identified four things that were fairly certain about the future. They are (1) the information explosion, (2) the increasing pace of change (technical information doubles every ten years), (3) the primacy of social problems accentuating the interdependence of man, and (4) the increasing importance of personal fulfillment. The following represent consequences projected if MCE is ignored:

- Multicultural education will be an empty slogan. Future citizens will acquire more knowledge, more skills to use techniques and machinery, more competitiveness to survive in an increasingly hostile natural and social environment. But they will not be able to learn the knowledge, skills and attitudes which are necessary to prevent intergroup conflicts, to serve human needs and values, and to accept and cherish cultural

diversity. Our society will become increasingly more diverse and complex because of the information explosion and the increasing pace of change. Future citizens will be less able than today to live in harmony with themselves and others.

- There will be an increasing demand for interpersonal/intergroup skills and our citizens will not be prepared.
- The "Ugly American" global image will be perpetuated. Our citizens will continue to be unprepared to work and interact effectively with culturally different people throughout the world.
- American society will become more polarized, producing a time bomb of social unrest between "haves" and have-nots", minorities and non-minorities, educated and uneducated, etc. Reaction will spawn reaction, leading to social upheaval and possible revolution.
- Loss of potential international business opportunities and revenues.
- As minorities continue to be disproportionately represented among those "disenfranchised" from mainstream American society, they will be disproportionately represented in the penal system, on welfare and public assistance, among the unemployed, etc., reinforcing racial stereotyping and other racist behaviors among mainstream society.
- "High tech" will beget "high touch" as advancing technology triggers significantly more emphasis on human relations skills. Public education will be unequipped to meet this challenge, leaving this integral aspect of education to private institutions and consultants.

IV. WHAT SUGGESTIONS, RECOMMENDATIONS OR ALTERNATIVES WOULD YOU MAKE TO THE EDUCATION SYSTEM AND/OR COMMUNITY IN TERMS OF RESPONDING TO THE ISSUE?

- Curriculum must become more personal and individualized. The "Back to Basics" premise leads to ineffective learning.
- Curriculum must emphasize social interaction and responsibility.
- There should be a more humanistic basis for planning education (as opposed to the corporate management planning style).
- Teacher education colleges must be supported more actively so that they may be able to explore innovative approaches more aggressively.
- Multicultural education must be explained clearly as "general education for all students" rather than "special education for minority students." There must be a massive public information campaign. If necessary, we must be willing to relabel it.
- High quality MCE inservice for all educators at all levels must be identified and collaboratively (among educators) delivered.
- A media campaign to sensitize the education community and community at large to the necessity of preparing our youngsters to effectively address cultural differences among people.

- Minorities need to be actively involved in planning, presenting and evaluating MCE.
- Collaboration between teachers, administrators, community and business representatives and higher education is essential to successful promotion of MCE.
- There needs to be a statewide organization which has MCE as its primary focus. This could possibly be achieved by having existing statewide education organizations identify an MCE representative to participate with MCE network (WASSDA, WEA, Council of Deans, etc.)

V. WHAT RESOURCES (PROJECTS, MATERIALS, CONSULTANTS, AGENCIES, ETC.) COULD BE USED BY DISTRICTS TO RESPOND TO THE ISSUE?

1. Equity Office of OSSPI
2. Northwest Regional Laboratory
3. Community Relations Office, Department of Justice
4. Jim Banks (UW)
5. Region X - federal office
6. Office of Professional Education at SPI
7. JACL - Fil-Am Society
8. NCATE - National Council for Accreditation of Teacher Education
9. AACTE - American Association of Colleges for Teacher Education
10. ATE - Association of Teacher Education
11. WEA - Washington Education Association
12. NEA - National Education Association
13. CORE - Congress on Racial Equality
14. WEEA
15. B'nai B'rith
17. ACLU

Table 1

Number of School Districts Having Caucasian Enrollments Only

October 1970	(131)	October 1977	(22)
1973	(35)	1978	(27)
1974	(31)	1979	(15)
1975	(25	1980	(16)
1976	(19)	1981	(12)

Table 2

Changes in Minority Enrollment

Category	1970	%	1977	%	1979	%	1980	%	1981	%
American Indian	12,057	1.5	19,065	2.46	18,972	2.48	19,641	2.59	17,525	2.33
Asian	10,784	1.3	18,259	2.35	22,220	2.91	27,335	3.61	31,036	4.13
Black	20,842	2.5	23,100	2.98	22,172	3.16	23,194	3.06	25,198	3.36
Hispanic	14,982	1.8	21,287	2.74	23,372	3.06	24,130	3.19	25,306	3.37
TOTALS	55,665	7.1	81,711	10.73	88,736	11.61	94,300	12.45	99,065	13.19

Table 3

A Comparison: Washington State Population and Enrollments

Population Category	Ranking	Enrollment Category	Ranking
American Indian (60,771)	5	American Indian (17,525)	5
Asian (102,503)	4	Asian (31,036)	2
Black (105,544)	3	Black (25,198)	4
Caucasian (3,777,296)	1	Caucasian (651,736)	1
Hispanic (119,966)	2	Hispanic (25,306)	3

Table 4

A Comparison of Public and Independent School Enrollments

Category	# Public Schools	%	# Independent Schools	%
American Indian	19,641	2.59	983	1.75
Asian	27,335	3.61	1,986	3.53
Black	23,194	3.06	1,935	3.44
Caucasian	663,045	87.55	50,194	89.11
Hispanic	24,130	3.19	1,221	2.17
TOTALS	757,345	100.0	56,319	100.00
Totals (Minority)	(94,300)	(12.45)	(6,125)	(10.89)

Table 5

Number and Percentage of Teachers

Category	FTE	%
American Indian	245.67	0.70
Asian	633.96	1.80
Black	608.79	1.70
Caucasian	33,188.26	94.80
Hispanic	313.74	0.80
Totals	34,990.42	100.00

Table 6

Births in Washington State in 1960 and 1970 Through 1980 by Stated Race of Child*

Births by Race	1960	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980*
White	61,591	55,956	51,007	44,314	43,344	45,597	46,324	48,062	51,612	52,811	57,751	60,588
Black	1,611	2,031	1,822	1,594	1,625	1,724	1,845	1,913	2,166	2,375	2,565	2,704
American Indian	1,000	1,258	1,179	1,206	1,139	1,258	1,198	1,243	1,508	1,475	1,649	1,593
Japanese	529	278	285	237	248	275	273	282	343	321	326	418
Chinese	151	212	160	162	167	187	171	184	199	244	290	290
Filipino	___	309	339	308	347	407	398	455	486	547	641	631
Other	369	455	512	429	566	648	702	865	942	952	1,155	1,633

Source: State of Washington, Department of Health Services. Annual Vital Statistics Report

*1980 births are based on provisional data printout by DSHS (they state they believe changes will be minimal).

Table 7

Washington 1970 and 1980
Census Comparisons

	White	Black	Native American	Asian	Hispanic	Other Races*
1970	3,251,055 (95.4%)	72,308 (2.1%)	33,386 (1.0%)	44,060 (1.3%)	70,734 (2.1%)	9,360 (0.3%)
1980	3,777,296 (91.1%)	105,544 (2.6%)	60,771** (1.5%)	102,503 (2.5%)	119,734 (2.9%)	

* Other races included Eskimo and Aleutian for 1970.

** Includes Eskimo and Aleutians.

A MULTICULTURAL EDUCATION SYMPOSIUM/CONFERENCE ON RELATED ISSUES FOR THE 1980s

"Toward the year 2000"

A discussion and examination of critical education issues and strategies related to Washington State's preparation for entry into the 21st century and its increasing multi-ethnic population

Articulation Paper No. 8

Students Who Speak A Language Other Than English, Bilingualism, And A Need For State Direction.

This document is a report of a discussion group on the above listed topic at the "TOWARD THE YEAR 2000" symposium on multicultural education issues for the 1980s and 1990s. The symposium was held February 23, 1983, at the Battelle Institute in Seattle, Washington.

This report represents the experiences, expertise and views of several individuals concerned and involved with this issue. This articulation paper attempts to focus on the following:

- what this issue is about and why it must be addressed by the education system;
- what the potential consequences are if this issue is not addressed; and,
- recommended and suggested strategies and resources for the educator to utilize in responding to the issue.

The purpose in making this articulation paper available is to make educators aware of this issue and to assist them in responding to it.

There are a total of eight articulation papers in this series.

For additional copies or copies of the other papers, contact:

The Office for Multicultural/Equity Education
Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504
(206)753-2560 or scan 234-2560

STUDENTS WHO SPEAK A LANGUAGE OTHER THAN ENGLISH, BILINGUALISM, AND A NEED FOR STATE DIRECTION

- Prepared by Pio DeCano, Ph.D. -

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FOREWARD

This paper is a synthesis of deliberations which took place at the Batelle Institute, Seattle, Washington during February 1983. The participants, leaders in the field of bilingual education foreign languages, employment, or administrators focused on the topic hoping to clarify many issues subsumed in the area.

What follows is the articulation of those issues with an aim toward 1) improving the quality of education for limited English proficient (LEP) and bilingual students, 2) meeting critical state manpower needs in the area of skilled bilingual personnel and 3) educating the public about our language resources.

Pio DeCano, Ph.D.
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I. INTRODUCTION

Washington State enjoys an ethnic and linguistic diversity that few other states can claim. Given Washington's critical geographical position accessing world and Pacific Rim markets, the possibilities of utilizing this diversity is a resource to enhance the position of the state as a leader in education, trade, industry, banking, business and agriculture are virtually unlimited.

Although the term "global interdependence" is much in vogue these days, the implications for the state in terms of designing educational programs to prepare students for globalism in the next century are great. Another way of looking at these possibilities is to imagine how: 1) programs can be designed to prepare already bilingual students in career areas enabling them to function in international settings; 2) programs can be designed to develop English skills of Limited English Proficient students to enable them to compete successfully in regular academic settings and 3) the public and private sectors can be educated about the advantages and uniqueness of speaking two or more languages as an investment for the state's future.

Consider the following information:

It is widely known that one out of every five jobs in the state is generated by foreign trade. Indeed, the state's economy is closely tied to international economic fluctuations, and events affecting industries based in other countries have considerable effect on business and trade within our state. For example, the state's lumber industry, faced with increased foreign competition, has had to curtail operations in some areas. The Weyerhaeuser Lumber Company recently closed an operation in a southwest Washington county. The impact of that shutdown will be devastating in terms of business closures, property sales, family displacements, lost revenues from property, sales and other types of taxes-and, of course, the human suffering cannot be measured. While the immediate impact will be felt within the county, the widening circle of economic impact will be felt at the state and eventually the regional levels.

Another example of this interdependence is found in the state's aerospace industry. According to the Washington Council on International Trade, the state ranks number one nationally in aerospace exports. However, that is beginning to change. The Boeing Company, once the technological leader in commercial and aerospace products must now compete against European companies which are as technologically advanced, are government-subsidized, and are in closer geographical proximity to major markets.

Other examples abound. Two thirds of the state's apple crop is exported. Eighty-five percent of the state's wheat crop is exported and finally, Washington ranks first in the export of forest products.

It is unfortunate to think that the competitive edge of many of our major industries is being lost because we have not adequately prepared our representatives to carry out business or trade functions in a language other than English. Furthermore, this lack of sensitivity certainly exists

as a general attitude among the public at large. Congressman Paul Simon in his incisive book, The Tongue-Tied American: Confronting the Foreign Language Crisis posits that no less than the security of the United States suffers from America's lack of individuals trained in foreign language and cultural sensitivity.

In quoting the late president Dwight D. Eisenhower, he noted, "The American people generally are deficient in foreign languages, particularly those of the emerging nations in Asia, Africa and the Near East. It is important to our national security that such deficiencies be promptly overcome."

The challenge to the educational leadership in Washington State is clear. As an ethnically and linguistically pluralistic state, we must develop programs that will insure that LEP students are equipped with English language skills and equally strong skills in their home language to contribute to the state's growth and preeminence in the international arena. Key to this is marshaling resources to educate the public about the need for individuals who will fill these leadership positions and assuring that these resources are directed to educational agencies, organizations and offices which take the initiative in designing, implementing and maintaining such programs. However, let us not forget our obligation or responsibility to the education of native Americans in the State of Washington as we endeavor to meet the rising tides of global education.

II. DATA

Prior to any discussion with respect to the implications of mounting such programs and the issues attendant to that process, necessary statistical data must be reviewed. It is especially important given the fact that the school age population in the state has undergone radical changes in the last decade. The changes again are a result in some cases of events that have taken place outside of the United States. Nonetheless, they have had a tremendous impact on the educational programming within the state, as well as an effect on the legislative processes that guide this programming.

- The state minority student population nearly doubled in the past decade increasing from 55,665 (7.1%) in 1970 to 101,539 (13.7%) in 1982.

During this same period of time, the majority student population has decreased. In 1970 the ratio of minority students to white students was 1 in 10. In 1980 it was 1 in 5. In 1970 130 school districts were "white only". In 1980 only 12 had no minority students.

- The Limited English Proficient student population has grown to 25,000 in Lau categories A,B,C,D,* with 12,000 in categories A and B.

*A - Speaks no English
B - Some English, mostly home language
C - English and home language
D - Mostly English, some home language

In 1978, over 80 separate languages and dialects were reported by school districts through the state. The majority of the LEP students are located in districts located in the I-5 corridor (Asian/Pacific languages) and school districts located in and adjacent to the Yakima Valley (Spanish language). In other districts throughout the state, Native Indian languages continue to be spoken and have an effect on the acquisition of English by Native Indian students.

o Refugee student growth in the state has grown from 2,647 in 1979 to 8,700 in 1982.

Washington state ranks sixth in school age refugee population. The majority of these are A and B students. This statistic, coupled with the fact that Washington ranks third nationally in overall refugee population, represents tremendous implications for educational and social service programming within the state.

o Various programs have been established at the state and Federal levels to assist school districts with LEP populations.

The following programs have been implemented to help school districts with LEP students: The Washington State Transitional Bilingual Education Act of 1979, The State Indochinese Refugee Special Needs Program, Title VII ESEA Bilingual Education Act (Federal), The Federal Refugee Assistance Programs, and Desegregation Funds. With recent cuts in both the federal and state resources, fewer students are being served while the need has increased.

o There is an increase in high-school age refugee students seeking employment with no English skills

As more and more refugee families are being affected by the 18-month cutoff and the cuts in social services, school age youngsters are being forced to assume more and more responsibility for the economic survival of their families. As an example, from January 1979 to June 1980, 1,635 refugees* registered as clients at the Employment Opportunity Center, an agency emphasizing services to Asian and Pacific Island unemployed. Approximately 395 of these were in the 15-21 age group. In a shorter period of time, October 1981 to September 1982, the registrants totaled 2,102 and the school age clients approximately 605. This is exacerbated by their parents lack of English skills.

* Vietnamese
Cambodian
Laotian
Loa Tribes (Hmong, Mien)
Ethnic Chinese

It must be kept in mind that the LEP population of Washington State is diverse in terms of experiences, recency of arrival, geographical locations and cultural backgrounds. Asian/Pacific LEP students include traditional non-refugee populations such as Chinese, Korean and Filipino. Students in these populations in many cases speak both the home language and English equally well, and function in social and academic situations successfully. These are children of immigrants and some are even children of parents who were born in the country. The Spanish speaking LEP student comes from equally diverse backgrounds. Some are children of parents who have immigrated from South and Central America. Others are children of "settled out" migrant farmers. Still others are children of migrant workers who continue to follow the migrant stream.

Taken as a whole, the statistics translate into a valuable natural resource, which if tapped, will be critical to the future of the state.

III. FACTORS

Closely related to the statistics which provide a quantitative dimension to the discussion, the qualitative picture accompanying such statistics must also be examined. A number of factors associated with the LEP populations in terms of previous education, cultural backgrounds, religion, birthrates, familiarity with the host culture, and support systems based on cultural considerations have implications for the successful implementation of programs educating LEP students and their families.

Previous Education

For most of the recent arrivals to the state, the lack of contact with a formal education system is a serious obstacle to education, employment and positive interaction with the society. Some refugees, for instance, have come from mountain cultures of Southeast Asian countries where formal education did not exist. Hmong and Mien refugees, as semi-nomadic tribespeople, had no western system of formal education. They relied on the traditional oral history to pass on their heritage. It is also a fact that they had no written language until a few decades ago. Many arrived in the United States as preliterates in their own language, causing problems within our own educational system.

The experience of other LEP groups is different. Migrant children have been exposed to the educational system for most of their school years. However, for a variety of reasons, the system has failed to respond to the needs specific to the education of the children, the majority of whom are Spanish speaking. The Spanish speaking student, whether child of migrant workers, from the barrios of east Los Angeles, or Spanish Harlem is more likely to drop out than any other group in the country. While no specific statistics are available for Washington State, the drop out rate may equal the national rate.

Birthrates

The Northwest Rural Opportunities (NRO) recently reported that approximately 1,350 preschool children were enrolled in activities at locations throughout the state. The students are almost all A and B students. The same phenomena is being reported about entering kindergarten students in Seattle area schools. Administrators are reporting that LEP students from refugee families are now beginning to enroll in the state's public schools. How long the language of the home will be a factor in the student's life is not so much the question as how we as educators can be creative enough to use that to the advantage of the student and meet the needs of the state.

Cultural Considerations

The support systems provided by the culture of LEP students can assist or delay the successful integration of the student in the majority culture.

The mati system or allegiance to chiefs has been carried over from American Samoa to the mainland. The Samoan youth who would neglect an obligation to a chief in meeting a school dictated regulation is caught in a cultural warp similar to which many LEP children face as they interact with the school systems in meeting other cultural demands.

Obligations to the extended family go beyond the mother and father and extend to the grandmother and grandfather or the oldest brother. The obligation of the family to act as a whole in terms of economic survival spills over to the classroom where the notion of cooperation comes into conflict with the idea of competition as a value to be adhered to.

Consider for instance the Spanish speaking student who, from all available research, learns in a clearly distinct fashion from his/her white counterpart.

According to the director of the Seattle Bilingual Program, Japanese students think differently because of the complexity of their language learning process.

Religion as a cultural consideration is also a factor which can assist in the adaptation of the LEP student to the new enviornment. However, for many of the LEP refugee students, this formal religious system was destroyed first in the homeland, then on their arrival in this country; no support system was available for their religious practice. Indeed, animism (spirit worship), ancestor worship, Buddhism, monks, wats, and other manifestations of their religions are not significant features on the American contemporary scene.

Traumatic Experiences

For the refugees, the events in their lives for the last decade have been for the most part chaotic. While Vietnamese refugees fled their homeland as a function of the communist victory, Laotian and Cambodian refugees have suffered through bloody civil wars. Hmong and Mien refugees who have been persecuted through the centuries by Chinese, fellow Laotians and Cambodians and other ethnic groups have found their traditional slash and burn way of life destroyed.

Attitudes on the Part Majority Culture Individuals

A factor which plays a major role in the successful implementation of programs for LEP students is the attitudes of majority culture educators (teachers, administrators, policy makers, teacher trainers), elected officials, agency heads and other key individuals responsible for providing leadership in the development of such programs.

In some cases the attitude is based on fiscal needs and comes across as, "I understand they have problems, but we only have X amount of resources".

Other attitudes that surface come out in statements such as, "My grandfather/mother/relative/mother/father-in-law adnauseum had to learn the language and get along, why can't they"? Some attitudes are simply racist and are reflected in the "Send them back where they came from" notion.

However, many individuals have established attitudes based on misconceptions, preconceptions, expectations or stereotypes about LEP students' cultures. For the most part, the attitudes are not malevolent but impede the understanding which can led to successful development of programs that both help the individuals and meet the needs of the state.

One last attitude holds that English is the only language that is spoken in the country. This pervasive idea taken to an extreme by former Senator S. I. Hayakawa becomes a proposed amendment to the Constitution making English the "official" language of the U.S. Unfortunately, many key individuals embrace this idea and this is reflected in the kinds of programs they design.

ADDITIONAL FACTORS

- Geographical coastal state
- Ineffective curriculum of U.S. schools
- budget issues
  - -should districts use local funds to continue programs formerly funded with categorical funds?
  - -what programs should be funded with state block grant funds?
  - -should lids be placed on bilingual programs?
  - -should uniform class sizes be established during the funding process?
- lack of fiscal support (cuts in funding at all levels)
- lack of accurate assessment of native Indian students

IV. CONSEQUENCES

The previous discussion has focused on the immense potential Washington State enjoys in terms of language resources, some facts with respect to that population and factors associated with problems in developing programs to educate LEP students and meet state growth needs. Hopefully, we can establish these programs prior to the creation of any crisis situations. However, we need to look at the implications of a delay in addressing the needs. These include:

- An increased drop-out rate as students experience frustration with an educational system that fails to meet their needs.
- An increase in unemployment as LEP students find they cannot compete in the job market
- An increase in welfare recipients and an increase in the utilization of social service agencies
- The reinforcement and retrenchment of negative attitudes about LEP populations among majority culture individuals
- The continuing loss of human resources
- An increase in tension and conflict among have-nots
- A slowdown in the acculturation process
- Loss of revenue for the state
- The inability of the state to compete in foreign markets
- The alienation of segments of the population from participation in the society
- Loss of commerce for the state

V. SUGGESTIONS AND RECOMMENDATIONS

Given the critical nature of the consequences that were previously listed, only a concerted effort by all state agencies involved in the education of LEP students can prevent these from occurring. (Some are already taking place as you read this.) This effort needs to be planned and articulated as a joint effort between the public and private sectors. Thus, corporations such as Boeing, Weyerhaeuser, Fluke manufacturing as well as other small and medium sized businesses along with state agencies such as Employment Security, and the Department of Social and Health Services must map out a plan to make sure the language resources are activated for growth. Taking the lead in this joint venture must fall to the Superintendent of Public Instruction.

The following suggestions and recommendations are made to facilitate the development of programs which will provide the state with 1) a public knowledgeable about the value of our linguistically different population; 2) trained teachers, administrators and other key individuals who work with or develop programs for LEP students and their communities; 3) skilled LEP students able to function in academic settings, the international, national, state or local job markets; and 4) a cohesive state plan/policy/strategy that will address the language needs of both the public and private sectors.

- A State (Body/Organization/Institute/Agency/Commission) must be established. It might be composed of members representing organizations such as: the Washington Association of Foreign Language Teachers (WAFLT), the Washington Association of Bilingual Education (WABE), the Washington Association of Asian and Pacific American Education (WAAPAE), the Native-American Language Issues (NALI), Chambers of Commerce, the Washington Labor Council, and the Washington Education Association (WEA).

  others:

  This body would develop long range strategies to utilize our language resources to enhance state growth.

- A state policy on language should be developed

  The policy presented to the State Board on Education would address:

  -attitude -foreign language
  -knowledge -bilingual education
  -change -English as a Second Language
  -parents -administrators
  -the integration of training and curriculum into the core curriculum
  -the use of community resources such as oral history, language schools

- Educators should be involved in other than educational endeavors such as the Chamber of Commerce, politics, business interests

- A requirement for teacher certification should include three to five years of language study

- Language study in elementary schools should be established with an aim of maintaining the language a student brings to the classroom

- Cultures already within the state should be studied

- The accurate assessment and diagnoses of different language groups must be developed

- In-Service Training must:
  -be district wide and include all personnel (secretaries, bus drivers, superintendent)
  -involve administrators in the planning and implementation stages
  -include intensive language study
  -include appropriate materials
  -be cross-cultural
  -include student evaluation

- Pre-Service Training must:
  -include awareness of language and language learning
  -cross-cultural awareness
  -include selection and adoption of materials

- Integrate bilingual education into mainstream curriculum

- Develop parent programs which include:
  -awareness of the U.S./state educational system
  -training by recognized community leaders
  -use of local/state facilities for training

RESOURCES

The following are presented as possible resources for technical assistance, materials, training, human resources, seed money, or folks to bounce ideas off of.

The Superintendent of Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504

The Center for Applied Linguistics
1611 North 10th
Arlington, WA 22209

Washington State University
Pullman, WA 99164

The Bilingual Education Service Center for Alaska and the Northwest
1107 N.E. 45th, Suite 515
Seattle, WA 98105

Employment Opportunities Center
4726 Rainier Avenue South
Seattle, WA 98118

The Washington Association of Foreign Language Teachers
116 Denny Hall, DH-40
University of Washington
Seattle, WA 98195

The Washington Association of Asian and Pacific American Education
P. O. Box 3487
Seattle, WA 98114

The University of Washington
Seattle, WA 98195

The Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, OR 97204

The National Clearinghouse for Bilingual Education
1500 Wilson Boulevard, Suite 802
Rosslyn, VA 22209

Other resources include: School District Bilingual Programs, The Washington Association of Bilingual Education, Rotary Clubs, Chamber's of Commerce, ERIC, The International Monetary Fund, The League of Women Voters, Lion's Clubs, King and Pierce County Refugee Forums, and International Trade Organizations.

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